

A History Of Augusta College

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A History Of Augusta College

By Edward J. Cashin
With Helen Callahan

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Augusta, Georgia

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PREFACE

When early in 1974 President George A. Christenberry suggested that the history of Augusta College really ought to be written as part of the observance of the College's fiftieth anniversary, I agreed. When he strongly suggested that I do it, I immediately thought of a dozen or so good reasons why I should not. It is always a touchy thing to write about the very recent. There are simply too many people still alive and well who were part of the College's history. Some might be offended if they are mentioned, others if they are not. Another negative factor was my vague but persistent feeling that college histories were overblown annuals, admixtures of nostalgia and propaganda. These and similar misgivings dissuaded President Christenberry not a whit. My second impulse was to share the responsibility and the President readily agreed that Dr. Helen Callahan would be the ideal collaborator. As a result, I was provided with two-thirds released time for research during the summer quarter, 1974, and Nell had one-third time off. During spare moments of the academic year 1974-1975, I wrote what might be described as a historical essay. Dr. Callahan attempted to correct my grammatical lapses, to put the footnotes in proper form and to check the accuracy of the references.

In the course of the work this particular college history began to take on a character and color all its own. A surprising discovery was that college level teaching had been done before 1925; in fact post-secondary work was begun by Georgians of the generation of the American Revolution. Another unique feature was a pattern that emerged. The school has a way of assimilating the characteristics of its chief executive. It was ambitiously academic under George P. Butler, staid and conservative under James L. Skinner, practical and unpredictable under Eric Hardy, friendly and informal under Gerald Robins, serious and efficient under George A. Christenberry.

A special thanks must go to those who consented to be interviewed for this history, Joseph LeConte Talley, Chester M. Sutton, Norman Galloway, Mrs. P. F. Henderson (formerly Mrs. George P. Butler), Roy Rollins, Lee Maden and Ruth McAuliffe. John E. Eubanks and Anton "Tony" Markert were interviewed only a few days before their deaths, both during the summer, 1974. President Christenberry, Dean Gray Dinwiddie, Registrar Lee Wallace and former Dean Floyd O'Neal were frank and helpful in replying to questions. The staff at the Richmond County Board of Education was most considerate and cooperative in allowing us the use of the Board archives. As always, the staff of the Augusta College Library were solicitous over and above the call of professional duty.

William H. Rodimon, Director of College and Public Services, has the difficult responsibility of ushering this manuscript through the printing process. His office conducted an alumni survey which brought over two hundred responses, allowing us to share insights into the remembered past. To those who returned our questionnaires, many thanks. We owe a word of appreciation to our Chairman, Calvin J. Billman, for his support and encouragement. We acknowledge the philanthropy of the Cullum Foundation in underwriting the cost of publication. Finally, thanks to Departmental Secretary Kaye Keel for her patient skill in typing the manuscript.

Edward J. Cashin
June 7, 1975

CHAPTER ONE

Digging For The Roots



BELLEVUE HALL—one of the original buildings on the property purchased from Freeman Walker for the relocation of the Augusta Arsenal in 1826.

THOSE WHO see the Augusta College campus for the first time are usually struck by its historic setting; they frequently comment on the clever adaptation of the Augusta Arsenal facilities to educational uses, "swords into plowshares," is a favorite expression. The typical impression is that here we have a new institution located on an ancient campus; while the future will belong to the realm of academe, the past is martial. When the College first began operations at its present site the student newspaper expressed the prevalent opinion, "Of course, Augusta College has no past."¹ As late as 1966 the Visiting Committee representing the Southern Association of Schools and Colleges made the same observation in more elaborate language, "The overall impression created by the campus is that of a frontier just recently settled, as yet hardly conscious of its resources or sufficiently organized to function as a coherent community."² At the end of the 1966-1967 academic year the first four-year graduates received their diplomas and since then Augusta College has launched a graduate program. The continual addition of new programs has perpetuated the sense of newness. That is why the announcement by President George A. Christenberry in August, 1974 that the year 1975-1976 was to be celebrated as the Fiftieth Anniversary came as a surprise to many people of the college community.³ The announcement was a public recognition that Augusta College was the same institution as the Junior College of Augusta, founded on August 15, 1925.⁴

The Alumni Association of Augusta College, for several years, had been reminding former students of the Junior College that they were de facto alumni of Augusta College. Since an anniversary requires a chronicle of events, President Christenberry commissioned the history of higher education at this institution. As it turned out, the assignment was not as simple as it seemed. The problem did not concern the history of the jubilee span of fifty years. Indeed the striking fact about that half century is continuity rather than change. The core of the faculty which Major George P. Butler put together in 1925 stayed on until after the Junior College was removed from Richmond Academy to the Arsenal campus in 1957.

The difficulty is, so to speak, when to stop the beginning. One could not begin in 1925 because Major Butler made it abundantly clear on many occasions that Richmond Academy had offered a year of college work since he became principal in 1910. The Major was a dominating personality and most people who have attempted a history of the school have taken him at his word and made 1910 the point of departure for college work. Butler's association with the Academy began during the administration of Colonel C. H. Withrow, and Butler was very well aware that there was no post-secondary education under Withrow. Those were depression years for Augusta and Richmond County and the Academy curtailed its curriculum as its enrollment shrank. But before Withrow the Academy had an administrator as talented as Butler and even more famous in the person of Colonel George Washington Rains. Rains had been the wartime commandant of the Augusta Arsenal; it was he who built and managed the huge Confederate Powder Works.⁵ When Richmond Academy was reopened after the war, Rains became its chief administrator, first as Regent and then as Chairman of the Faculty. Rains brought a special excellence to his every undertaking; he was particu-

larly proud of the Academy. "In addition to the advantages which the Academy presents for acquiring a thoroughly classical and English education," he wrote, "it offers to the pupil the advantage of a scientific department equalled by few schools in the Union, in fact we can truthfully say that few colleges offer to their students such opportunities for the study of natural philosophy, chemistry, physiology and the other natural sciences."⁶ Indeed, college level work was offered at the Academy during Rains' tenure. As early as 1872 between fifty and sixty students of the Academy attended classes in natural philosophy and chemistry at the Medical College of Georgia which was adjacent to the Academy on Telfair Street.⁷ In 1878 a post-graduate class was added.⁸ The fifth year program instituted by Rains was designed primarily to provide advanced education for those who did not intend to go on to college; in that respect it differed from Butler's fifth year.⁹ However, if we include Butler's program in our history, we ought to include Rains'. Both programs were accepted by colleges as equivalent to their first year course.

Nor have we yet, in this backward journey, reached the starting point. Charles Guy Cordle taught history at Richmond Academy, the Junior College and Augusta College for 45 years. He was regarded, and rightly so, as the authority on the history of Richmond Academy. His best work on that subject was his master's thesis at the University of Georgia, "An Ante-Bellum Academy, The Academy of Richmond County, 1783-1863." Although Cordle was not looking specifically for college level work, he makes it clear that "the Academy offered considerable college work" until the late 1850's.¹⁰

Cordle refers to a movement begun in 1832 and climaxed in 1854 to raise the Academy to the rank of a college. As a matter of fact the Legislature enacted a bill on February 20, 1854 which authorized the Trustees of the Academy "to change the name of the said Institution to that of Tubman College."¹¹ The wording of the act indicates that a change of title, not a change in the institution was contemplated. The legislation suggests that the Academy was judged capable of functioning as a college. Nothing came of the opportunity because the city decided not to rent lands owned by the Trustees. Without the revenue there would be no Tubman College.¹²

Rolling back the years, regret was voiced in 1830 that although the Academy was a source of pride to the community it was not after all, a bona fide college. The *Georgia Constitutionalist*, noting that ninety-five scholars attended the Academy, thought that it had never been in a more flourishing condition and yet, when "we glance along the line of time and think of the high destiny that awaits Augusta—we deem this Academy flourishing as it is—to be but the seedling whence shall spring a mighty college—the mother and nurse of giant minds! Indeed we believe it would not be impracticable now to produce a transformation and to establish on the broad base of our Academy a respectable college . . ."¹³

There is no doubt that the people of Augusta knew that the Academy was not a real college; neither is there any doubt that they knew that college level work was being accomplished. It was the policy of Franklin College in Athens to publicize its curriculum and to take students at whatever point of advancement they happened to be. Today we would call such a policy "advanced standing." Studies

for freshman year included Latin, French and algebra. Sophomores continued to work at Latin and algebra and took up Greek, rhetoric and trigonometry.¹⁴

A report on the public examinations conducted at the Academy in 1824 makes it clear that advanced Latin and algebra were offered.¹⁵ Still earlier the curriculum was richer, including French, Greek and trigonometry. The *Augusta Chronicle* (which reported in the same 1815 issue that British troops were in occupation of the coastal islands around Brunswick) carried an ad describing Richmond Academy. The public was informed that all of the Departments of "this important and flourishing Institution are now filled with competent Instructors," (so much for the previous instructors) and that "students will be prepared for entering the Junior Class of the College."¹⁶ If the term Junior College had been in vogue in 1815, it might have been applied then, over a century before Major Butler seized upon it. The ad just quoted referred, of course, to the struggling new Franklin College in Athens. An earlier public notice was less limiting; it spoke of preparing students of Richmond Academy for "entering either the Sophomore or Junior classes of any University."¹⁷

And so we are led by slow degrees backward into the eighteenth century and the era of the founding of the republic. It is widely known that the University of Georgia was the first state college to be chartered. What is not so much known is that the charter of 1785 created a university system which included public academies and the only academy in existence in 1785 was Richmond Academy.¹⁸ The Board of Trustees of the University devoted its first efforts to the business of establishing other feeder academies; meanwhile the Board held meetings at Richmond Academy. Abraham Baldwin, President of the Board and "Father of the University of Georgia," was also a Trustee of Richmond Academy.¹⁹ During these early years before the college in Athens was opened, advanced work was offered at Richmond Academy. In 1787 Baldwin informed a friend in Connecticut that there were fifteen students at Richmond Academy already far advanced in Latin, Greek and Atkinson's Navigations.²⁰ Latin, Greek and mathematics were the usual first year offerings at Yale, Baldwin's alma mater.

When Baldwin brought another Yale man, Josiah Meigs, down to Georgia to become President of Franklin College, Meigs was housed in Augusta by the Academy Trustees. Those gentlemen, referring to their school as a branch of the University, sought to persuade Meigs to teach a course in literature. Although Meigs decided to go to Athens instead, the offer indicates the high level of the Trustees' ambition.²¹

Indeed, the Trustees had hoped to secure the college for Augusta. One of the leading spirits in the agitation was George Walton. Walton was one of the original Trustees of Richmond Academy in 1780. He served again in 1783 when the British were driven out of Georgia and the Board was reconstituted. Walton addressed a Grand Jury in 1784 on the subject of a college for Augusta. If Augusta should be designated as the site of the new state college then being discussed in the Legislature, Walton would not put it in the town, but on the ridge to the southwest, in view of the town. There it would be safely at a distance from "the varieties, tumults and vices of a large town which Augusta will become." In anticipation, Walton

acquired a tract of land on the same ridge and called it College Hill.²² The Richmond Grand Jury added its support to the cause by recommending "that a college be erected upon some healthy and pleasant situation near Augusta, and that the same be executed with all possible expedition."²³

During the year following Walton's charge to the Jury, Richmond Academy opened its doors and the University of Georgia was chartered.²⁴ Two years later, in 1787, the newly elected Chief Justice, Henry Osborne, congratulated the Richmond jurors on the "prosperous and improved state of your county academy." However, their educational task was incomplete. Since the Academy "is only calculated to prepare and fit the academician for the university, we ought to exert every power to carry so illustrious a design into full effect."²⁵ In other words, build the university!

While Augusta was the seat of government, the Academy was the public center of learning in the state and basked in the prestige. It was the custom at commencement exercises for the Governor and his Council together with other visiting dignitaries to visit the Academy. The students would then be subjected to a public examination. The underclassmen would be put through their paces in spelling, reading and geography; the intermediate students would be questioned about trigonometry and more geography. Students in the first or highest class would declaim in Latin or Greek. Proficiency in these languages usually was regarded as equivalent to college level education. After the ordeal of listening to these lessons, the guests were treated to a theatrical presentation staged by the students. In addition there was appropriate speechmaking on current events. The announcement of the commencement exercises in October, 1787 promised "a proper reference to the present era and crisis in American affairs." The reference was, of course, to the question of ratification of the new Constitution of the United States.²⁶ After attending a particularly satisfying examination in 1789, the pleased Trustees "flattered themselves that the seminary—will be appreciated to an equality with any in the United States."²⁷ So proud were the governing fathers of the Academy that when George Washington visited Augusta in the spring of 1791 he had to sit at an examination. On that occasion he heard an eloquent address by Edmund Bacon, one of the students. Bacon spoke on behalf of all future students at the Augusta school, and expressed the hope, "May we n'er mar the work by thee begun." Student Bacon had received a prize upon graduating from the first class some two years before.²⁸ Therefore he was one of those who remained at the Academy to do advanced work; he was a college student.

The visit of George Washington to Richmond Academy is a reminder that the school was the handiwork of the founding fathers. George Walton was a signer of the Declaration of Independence; Abraham Baldwin was a signer of the Constitution of the United States. They believed that the experiment in democracy upon which America was launched depended upon an educated citizenry. Walton, informing a Grand Jury in 1783 that an Academy had been established, thought that a decline in education and morality were twin calamities of the war just finished.²⁹ Abraham Baldwin expressed the same idea in the University Charter of 1785, "As it is the distinguishing happiness of free governments that civil order should be the

result of choice and not necessity, and the common wishes of the people become the laws of the land, their public prosperity, and even existence very much depends upon suitably forming the minds and morals of their citizens.”³⁰ In other words if we are to have a democracy the people must be wise and good and a system of higher education will help make them so. One of the most remarkable features of the Charter of 1785 was not that it set up a secular system of state education, that idea was a favorite of Jefferson’s and several states were planning to start a public university, the remarkable fact was that Georgia did it first. Weak, distracted by Indians, devastated by war, settled only to the Ogeechee, Georgia was the least likely to aspire to sophistications such as a university and to the liberal philosophy that young people could be properly educated in an institution where there was no religious indoctrination. The conviction was strong among the Fathers of Georgia that their system of government would have nothing to fear from learning. Their great expectation of the university system was that its graduates would bolster and perfect the work by them begun, rather than mar, subvert or destroy it. From the first, then, there was a reciprocity between the civil and educational systems. The one would subsidize the other in return for an education in intelligent, responsible citizenship. The revolutionary generation was democratic in that it believed that men could govern themselves and it was conservative in that its greatest dread was of an untutored electorate blindly following a demagogue.

The University System which began in 1785 has persisted for almost two centuries. The governing body of the System included a Board of Trustees and a Board of Visitors made up of the Governor and his Council. When the Council was expunged from the Constitution of 1798 and a Senate added, the Board of Visitors was replaced by a body dignified by the title “*Senatus Academicus*.” In 1798 there was still no college, but there were some twelve academies. The *Senatus* attempted to supervise these schools but it was much too unwieldy a body to operate effectively. The primary concern of the *Senatus*, after 1801, was Franklin College.³¹ The *Senatus* was dissolved in 1859, and its powers devolved upon the Trustees of the University.³²

The first public system of elementary education was provided for in the Constitution of 1870. The Bourbon Constitution of 1877 forbade the Legislature to fund any schools other than those of the University and the elementary schools. If secondary schools, “high schools” was the new term, were to be set up, the counties would have to do it. The Legislature was very parsimonious about helping the academies, once their favorite projects. Under Chancellor Walter Hill, the University undertook to carry out its legislated responsibility by establishing new academies in communities not served by a county school.³³ Finally in 1910, the State Constitution was amended to permit state support of secondary education and at last Georgia had a complete system of public education. The University was still the only legal agency authorized to impart higher education, and the System had become unwieldy with the establishment of scattered new units.

When the Richmond County Board of Education took over the administration of Richmond Academy in 1909 the ancient governing body became less visible but did not surrender its legal authority. The Trustees of Richmond Academy con-

tinued to exist. Indeed, they exist in 1975, watchful that the business of education and nothing else transpires on the grounds of the Academy. If their contract with the county should be broken for any reason, the Trustees will resume control of the Academy. Similarly, the University maintained its jurisdiction over the higher education offered by the Academy. In 1931 the University components were merged into one body called the Regents of the University System of Georgia. The Regents inherited the historic mandate to regulate state public higher education and adopted a policy of either establishing colleges, especially junior colleges, in communities where they were needed, or paying counties a subsidy to conduct colleges. When in 1957 the Board of Education of Richmond County decided to give over control of its Junior College to the Board of Regents, it was as though the school had come full circle. As in the days of Abraham Baldwin, when the University Trustees directly supervised the work of the Academy, so after 1958 the Regents did the same.

Only in our time has the vision of the founders been realized. With well over 100,000 Georgians in the University System, with a network of junior colleges within commuting distance of any prospective student, with an open, desegregated admissions policy, the State has attained the level imagined by those who chartered the System in 1785. It would be appropriate for Georgians in college today to ponder their commitment to the generation of the Revolution in these years of the celebration of the Bicentennial.

CHAPTER TWO

Building The Foundation



THE GREAT expectations of the founders for the educational system may be compared to the great aspirations of the Declaration of Independence. They have been difficult to put into practice. Since the earliest days at Richmond Academy certain categories of problems emerged. There was early evidence of student disenchantment with the regulations. Those public recitals which so thrilled the Trustees twice a year were not at all popular with the students. The Trustees had to issue an order that attendance at the exercises was required, or else. Another early habit to assert itself was what might be termed "community carping". This sometimes took the form of faulting the curriculum as in a letter to the *Augusta Chronicle* of March 12, 1791, complaining of "the idle manner in which the students of the Academy are suffered to pass their time, in that branch of education—singing—a branch which will render them little service through life; and serves but to fill up that time in which they might have been more usefully employed."¹ In other forms community carping might turn upon the faculty as once in 1793, "Have not the tutors always been either such men as made their employ a temporary shift against want, or wandering vagabonds whom they picked up on their flight from infamy?"² The same critic hit the Trustees for not knowing anything about academic matters. Another recurring irritation which erupted quite early was that which might be termed academic freedom or academic dismissal, depending on one's point of view. In 1806 an English teacher announced a theatrical exhibition by his students without first obtaining the approval of the Trustees. When forbidden to proceed by the Board, he made an insulting reply and was summarily discharged.³ Then there was that other dual question, "Can a parent successfully intimidate the administration?", or put differently, "Will the administration be supported by higher authority?" When once threatened with corporal punishment, Rector John Thompson appealed to the Board to censure his assailant. The Board divided exactly along political lines, Federalist and Republican, and left Mr. Thompson unsupported.⁴ Mr. Thompson resigned.

These few early instances of a falling off from high ideals are mentioned because from the beginning experience of life at Richmond Academy and at the Junior College and Augusta College has been a striving for greatness continually interrupted by the pettiness of reality. The history of this institution suggests that the tenure of the chief administrator is in inverse proportion to the frequency of such interruptions. If this is so then the period from the Revolution to the Civil War was particularly troublesome because the average term of office of the head of the school was under three years. By this criterion the most successful of ante-bellum administrators was little-known W. Ernenputsch who served as rector from 1836 to 1851.

Conversely, the administrators since the Civil War have been most successful with an average term of fifteen years. The first of these long-lived executives was Colonel George W. Rains. Rains was still in Augusta as Dean of the Medical School when George P. Butler graduated from Richmond Academy. Butler hired Joseph LeConte Talley and Chester Sutton who were listed as emeritus faculty in the Augusta College catalog for 1974-1975. Continuity and stability thus have marked the last hundred years.

Rains was in many ways the first modern schoolman. His academic career has

been overshadowed by a remarkable military record. A native of North Carolina, Rains was something of a genius at New Bern Academy and at the United States Military Academy at West Point. He served with distinction in the Mexican War and in a campaign against the Seminole Indians. Rains resigned his captaincy in the Army to become President of the famous Washington Iron Works in Newburgh, New York. When the Civil War broke out, Rains offered his skills to the Confederacy. President Davis gave him the job of manufacturing gunpowder and Rains chose Augusta for his powder works. He also commanded the Augusta Arsenal, the future site of Augusta College.⁵

After the war Rains was invited to remain in Georgia by the Governor of Georgia, Charles J. Jenkins of Augusta. Rains played a direct part in the reopening of Richmond Academy. It was he who submitted a plan of organization to the Trustees.⁶ Under the new regulations Rains was to be Regent and Chairman of the Faculty "but without greater power than the others, except to preside."⁷ This experiment in academic democracy is typical of Rains' imaginative administration. Other innovations included the temporary establishment of military drill (on two occasions), the addition of a commercial department, the institution of joint sessions with the Medical College, the installation of a fifth year of college level equivalency, the initiation of a cooperative program with the County Board of Education whereby the Academy became the public high school for boys, and a vast improvement in the science program. Rains' annual reports to the Trustees radiate high faculty morale, a sense of community service and satisfaction in a job well done. During the brief association between the Academy and the County Board of Education, the Board investigated conditions at the school and made the following evaluation, "The Richmond Academy is one of the best fitted up institutions of the kind in the South. Its spacious grounds and buildings and fine selection of philosophical apparatus give it rare advantages, which are further increased by the eminent services of Professor George W. Rains of the Medical Department of the University of Georgia. The advanced pupils have the privilege of attending the Professor's lectures on chemistry and physics in the Medical College, adjoining the Academy. The Philosophical Department of the Boys' High School is exceptionally fine. The Mathematical and Classical Departments are also under the superintendence of cultured and experienced teachers."⁸ One of these experienced teachers was Joseph Derry, Professor of English. Derry ran his own school before joining the faculty of the Academy on May 23, 1870. Among his students were Woodrow Wilson, Joseph R. Lamar and Pleasant Stovall.

Even so successful an administrator as Rains was not without his problems. In 1883 a minority report was filed by Professor John A. A. West whose principal grievance was that he did not think that the issuing of orders by the Chairman of the Faculty on his own motion was in keeping with the spirit of the Academy. "All orders," said West, "should come from the Faculty as a whole, and should be recorded in an order book, as is not the case at present."⁹ The Board agreed with West that all decisions ought to be by majority vote of the faculty and upheld the right of the minority to appeal.¹⁰ West's charges to the contrary notwithstanding, George Rains was not a domineering individual. One who knew him described him as "a man of simple, unobtrusive characteristics, a beloved teacher, a wonder-

ful scholar, an extraordinary executive . . .”¹¹ Another remembered him as “a man of few words and those of much meaning.”¹² It was Rains’ policy, written by him into the regulations of the school, to involve all his teachers in decisions. In this as in other ways, Rains anticipated modern college practice.

Neither of Rains’ immediate successors, Colonel Charles Withrow nor Major George P. Butler, attempted to follow his example of collective government. Both men were noted disciplinarians who conformed to the usual high school pattern of principalship. Withrow was singled out for mention in his first year on the Academy faculty for “the superior order which had prevailed in the main recitation hall . . . of which he was in charge.”¹³ It was Withrow’s misfortune after he replaced Rains in 1886 to preside over the decline of the Academy. The rich range of courses and programs of which Rains was so proud was cut back drastically. How much of this was Withrow’s fault will not be known; very likely the problem lay in the general economic slump which gripped the Southeast in the 90’s and spawned the divisive Populist Party movement. Education all over Georgia suffered. In 1903 there were only seven four-year high schools in Georgia; one-half of one percent of Georgia’s eligible students attended high school. The Trustees’ endowment did not produce sufficient revenue to maintain the school properly. James L. Fleming, President of the Richmond County Board of Education, observed bluntly that the Academy was “not able to afford the young men of our city the full opportunity of a good high school course of study.”¹⁴ The actual initiative in promoting a transfer of the Academy to county control seems to have been taken by Charles Goodrich, Cashier of the Georgia Railroad Bank and a member of the Board of Education. Goodrich approached Lawton B. Evans, Superintendent of Schools, with the suggestion that the county assume control of the Academy.¹⁵ The suggestion was not a novel one for Evans who graduated from the Academy during a similar arrangement.

Lawton B. Evans is the link between George Rains and George Butler. Evans is a towering figure in the history of education in Richmond County and in the history of higher education in Georgia. Without a doubt, he was the architect of the transfer of the Academy to the county; he reorganized the curriculum establishing a fifth year of college level work (again very likely harking back to his experience as a schoolboy under Rains); he initiated post-secondary teacher training and he was instrumental in the establishment of the Junior College.¹⁶ Evans was something of a protégé of Rains. Evans completed Emory in two years, thanks to his advanced work at the Academy, and finished the Masters Degree at the University of Georgia in 1881. In one of his annual reports Colonel Rains pointed “with pleasure and pride” to the progress of his former student.¹⁷ Evans intended to practice law but he took up a temporary teaching position in 1882 (he taught 55 eighth-graders in one of the rooms of the Academy).¹⁸ In the same year he applied for the position of Superintendent of Schools and to his surprise, he got the job. He was only twenty years of age at the time. Evans would retire after fifty-one years of educational pioneering.¹⁹

The business of transferring the Academy from its Trustees to the Board of Education required skillful diplomacy. When the rumors of an impending arrangement were first heard a group of influential citizens protested that the county had

no right to take over the Academy and threatened court action.²⁰ Boykin Wright joined the argument in a letter to the *Chronicle*, pointing out that Richmond Academy had "always been a public school, pure and simple, owned and controlled by the state."²¹

The agreement was concluded despite the protests. The Academy Trustees turned over their building, grounds, equipment and the annual proceeds from the endowment to be used for maintenance. The county agreed to pay the salaries of teachers and to control the academic policy. On the first of July, 1909 the administration of the Academy passed from the Trustees to the Board of Education.²² The High School Committee of the Board, reflecting the advice of Lawton B. Evans, recommended that the standard of instruction be raised to conform to the entrance requirements at the University of Georgia and Georgia Institute of Technology. No student would be admitted to the Academy who had not completed the seventh grade.²³ No changes were made in the faculty during the first year, but the curriculum was thoroughly revamped by Lawton Evans. The school was divided into five academic departments: Ancient and Modern Languages, Mathematics and Science, English and related branches, History and related branches, and Business. Three of the new programs extended over five years instead of the usual four, enabling graduates to enter the sophomore year at the University of Georgia without examination.²⁴

The newspapers reflected the general opinion that the Academy had been rescued from its low estate. "For the past several years, the school has been rated as second class, but since the new curriculum has been examined by the University authorities the school has been raised to a first class school."²⁵

Just as surely as Lawton Evans was building the foundation for the future college in the addition of a fifth year and in the reorganization of the curriculum, so was he building for the future in teacher education. If one were to seek for the origins of the very sophisticated Augusta College programs which in 1975 lead to masters degrees in special education, in elementary education, in reading, and in various fields in secondary education, he would trace back to a most unsophisticated beginning in the early 1890's. "My ideas were crude and undeveloped and I thought that a three months course was quite ample," Evans later recalled, "so I set aside two rooms in the Central School as model school rooms, and told all those who wanted to be teachers that they had to go into these rooms and sit around and observe for three months how a good teacher should teach before I would allow them to become applicants. How much good this sitting around and looking at teaching did, I am not prepared to say."²⁶ By 1903 the program consisted of three months of daily work in the three primary grades in conjunction with a reading course and a written thesis. Only one student at a time was permitted in each of the three model classes.²⁷ By 1920 the course of study covered two years, consisting of work in both the theory and practice of teaching and the program had a name, the Augusta Training School. The mornings were spent in actual classroom observation and practice teaching at the John Milledge School. The afternoons were devoted to study in the following subjects: Psychology, Child Study, Theory and Practice of Teaching, History of Education, School Management, General Methods

and Special Methods.²⁸ Evans was the Georgia expert in devising teacher training courses and techniques. He was the first President of the State Normal School in Athens when that institution began in 1892 and served for three successive summers.²⁹ Evans insisted that the Augusta Training School be incorporated into the Junior College when the latter institution was established. The program was lengthened to include two years of course work at the College and one year of observation and practice teaching at the John Milledge School.³⁰ The director of the Training School, Miss Katherine Boggs, suddenly found herself on the faculty of the College.³¹ Evans' work in fostering the Augusta Training School entitles him to recognition as the founder of the professional education programs at the Junior College and Augusta College.

The transition of the Academy to the administration of the Board of Education was accompanied by a spurt in enrollment as well as a boost in prestige. Sorely needed new equipment was supplied by the Board, a new physics lab, new desks, new benches, up-dated maps and reference books, and symbolically, a fresh new coat of paint refurbished the staid old Telfair Street structure. The number of students, which had hovered around one hundred, jumped to one hundred fifty in the first year and to two hundred in the second. The local papers reflected the heightened community esteem for the school; "its graduates are received without examination into the sophomore class of the University of Georgia."³² The most important single factor in the fresh look of the Academy was its new leader. At the end of the 1909-1910 school year Colonel Charles Withrow retired as Principal and "took the chair of Ancient Languages."³³ George Phineas Butler began his distinguished administration.

The facts of George Butler's life are quickly recited. He was born on January 30, 1875; his father, a cashier at the Georgia Railroad Bank, died when George was ten. Butler attended Richmond Academy during Colonel Withrow's administration, graduating in 1891. He did his college work at the University of Georgia and finished in 1894. For a year he was a teaching fellow in mathematics at the University and acted as assistant principal of Athens High School. From 1895 to 1898 Butler was a graduate instructor at the University of North Carolina, Chapel Hill. In 1898 Butler returned to the Academy and was given the job of reviving the military department, defunct since 1888. Two companies were formed and a short drill was held each morning. The military department became the boast of the Academy; the number of companies grew to three, then four. Butler's title of "Major" devolved from his position as commandant of the military department.³⁴ Mathematics and military drill were George Butler's forte and they are an index to his personality. He was a forthright, efficient, conscientious teacher, regular in his habits, unsparing of himself and demanding of others. George Butler might best be characterized as a football coach in search of a team. He devoted that kind of energy to winning everything he undertook.

After Butler became Principal of the Academy in 1910 it became the fashion to attribute the beginning of college work to him. To do this is to overlook the contribution of Lawton B. Evans, who designed the fifth year curriculum in 1909, and to ignore the earlier instances of advanced work throughout the history of the

Academy. However, Butler is the direct link between the Academy and the Junior College and no purpose would be served in denying him the title he so long enjoyed, that of "Father of the Junior College." E. C. B. Danforth, Jr., famous as the Captain who persuaded Sergeant Alvin York to fight during World War I, was a member of the first advanced class in 1910-1911. In its obituary on Danforth in 1974, the *Augusta Chronicle* suggested that Danforth and a group of others had organized the fifth year and had thereby laid the foundation for Augusta College.³⁵ Certainly, students deserve recognition and credit, but the *Chronicle's* accolade seems to claim too much.

The curriculum for the fifth year featured the traditional courses brought by Abraham Baldwin down from Yale, Latin, English and the various forms of mathematics: trigonometry, algebra and geometry. German was offered instead of French. Maintained were the newer sciences introduced during the Rains era, chemistry, physics, biology; bookkeeping, another Rains innovation, was offered also. New courses included Lawton Evans' favorite, the History of Georgia, and various industrial courses modelled upon those offered by Georgia Institute of Technology. Pointing out that the Academy also provided full pre-medical college work, Butler boasted that, "no other high school in this state has . . . these advantages."³⁶

Located on the same block on Telfair Street as the Academy were the Medical College and City Hospital. In 1913 the College and Hospital moved to Thirteenth Street and the vacated buildings were made available to the Board of Education by a complicated financial arrangement among the Academy Trustees, the Medical College and the Board.³⁷ George Butler seized the opportunity to open a new department dear to his heart. The Medical College building was remodelled to house workshops, drawing rooms and a commercial department. Butler put O. C. Skinner in charge of the department and Skinner ran it in a quiet, efficient way that Butler particularly admired.

The old hospital building was not so easily absorbed. Butler suggested in 1913 that it be used as a dormitory for out of town students. The Board was cool to the idea until two years later, when mounting enrollment created a need for new classrooms. Butler explained that the old hospital could be used for classrooms and a dormitory. Best of all, it would cost the Board nothing since the boarding students would pay a residence fee and tuition. The Board approved.³⁸ Thus Richmond Academy began to take in resident students. This particular precedent has not been followed by Augusta College, but it is noteworthy that the experiment was made. An insight into dormitory life can be gleaned from the first yearbook published by the Academy in 1919. Faculty members who boarded in the dorm are listed with facetious titles. J. L. Skinner was Policeman, Janitor and Meat Slicer, S. D. Copeland was Detective and Time Keeper (Butler punished students by making them serve "time" in the dormitory), Charles G. Cordle was Photographer and Floor Walker, R. N. Allen was Librarian and Debater, G. H. Slappey was Correspondent and Mail Watcher. The twenty-four residents were listed as "inmates"; they were all from the Savannah River region except for one student from Ohio and one from New York.³⁹ The dormitory had to be closed in 1923, not because of a

dearth of out of town applicants, but because of the increasing pressure of local enrollment. The entire dormitory building was used for classrooms.

It was perhaps too much to expect that the career of such a strong personality as George Butler would be serene and untroubled if all previous executives had experienced the consequences of human frailty in one form or another. The Great War had disrupted the faculty, taking veteran stalwarts like Clifford T. Sego and younger Academy alumni such as E. C. B. Danforth, Roy Cooper and E. I. Ransom. Butler was not satisfied with some of their replacements and in various ways he showed his displeasure. The situation came to a head in May, 1920 when four teachers appeared before the High School Committee of the Board to protest that Major Butler was unfair to them. Two of them were leaving the Academy to take other positions. Major Butler was called in. He would not say anything about one of those who was departing but he flatly stated that the other three were unsatisfactory teachers and he would recommend not rehiring them. The Committee went into a huddle and approved the Major's recommendation. Three teachers in all were not rehired. That was, however, not the end of it. Two weeks later the same four teachers addressed a letter to the High School Committee appealing the decision, "in view of the fact that the principal of the Richmond Academy has refused to recommend for reelection three competent and successful teachers in the school without just cause; whereas teachers to say the least, not more competent nor more successful (in one case a decided failure) have been paid this year more than the petitioners . . .," and in view of the fact that they "have been greatly humiliated by the manner in which they have been refused recommendations." They requested a formal hearing of their case.⁴⁰ Superintendent Lawton B. Evans replied to the teachers asking them to put their charges against Major Butler in writing; he also wanted the name of the "decided failure" they had mentioned.⁴¹ The four promptly replied with the following charges against Butler: "1. That he has been arbitrary and unfair in the reelection of teachers of Richmond Academy; 2. That he does not cooperate with the faculty and by reasons of his own egotism is indifferent to suggestions made by the members of the faculty for the betterment of the school; 3. That he insists upon maintaining what is known as 'time systems' for disciplinary purposes, when it has been demonstrated that such system has proven a failure; 4. That he has but little consideration for the teachers, in that he seeks to place upon them unnecessary duties and burdens in connection with the said school, which necessarily detract from the services which the teachers are called upon to perform; 5. That he is thoroughly egotistical and does not seek to create or encourage the proper school spirit at said institution; 6. That he assumes authority and refuses to permit the faculty of the institution to have proper weight in determining [that] which should properly be considered by the entire faculty; 7. That he is supersensitive, for instance, just subsequent to the Class Day exercises, which were held at the Court House in March, he accused one of the members of the Faculty to wit: J. F. Cason of having written the Last Will and Testament of the Senior Class, and claimed that the same reflected upon him, when as a matter of fact such accusation was untrue and everyone knew that whatever was contained in such a will was intended to be facetious and humorous."⁴² The four did not wish to go into the matter of the one teacher that they had cited as a decided failure.

They challenged the Committee to remove Major Butler if their charges were proven. Appended was a list of witnesses they wished to call to support their case.⁴³

The Chairman of the High School Committee, T. I. Hickman, sent the charges to Major Butler and in a telephone conversation suggested that Butler put in writing his reasons for not rehiring the teachers. Butler was indignant. Ever since he became Principal ten years before, his recommendations as approved by the Superintendent had been sufficient for the Committee. However, he did make specific charges. One was not recommended for rehiring because of "his lack of sympathy and co-operation with the principal and with the faculty, due in large part to his personal antagonism to the principal, that he failed to organize the very important work of Debating in the school, as agreed by him." The second "lacked judgment and poise" and his work as a teacher was unsatisfactory. The third, as Head of the English Department, had failed to organize his department properly, besides "his general attitude toward the principal and toward the school administration had not been satisfactory."⁴⁴

On May 20 a formal hearing was conducted by the High School Committee, sitting as "a court of inquiry." Everyone was admonished that only parliamentary language would be tolerated. The first session was open to the public; both parties with their witnesses would be heard. They had best not have too many witnesses because only thirty minutes was allowed, with fifteen additional minutes for rebuttal. The actual time for presentation shrank because cross-questioning was permitted and Major Butler availed himself of the privilege. Mr. Henry Cumming and Dr. R. L. Henry testified to the competency of the teachers involved. Major E. C. B. Danforth, who had replaced Butler as Commandant in 1919, and Mr. O. C. Skinner, the Assistant Principal, were called upon by Major Butler to support his contentions.

After three hours of these proceedings the Committee dismissed everyone and deliberated privately. Its conclusion was that Major Butler was sustained and the dismissal of the teachers was reaffirmed. Butler did not escape without a slap on the wrist. It was resolved that "it would have been advisable and more in accord with good judgment, if the principal of the Academy had forewarned the members of the faculty whom he did not intend to recommend for reelection and assign to them his reason therefor previous to his recommendations to the Committee." The rule was adopted that all principals would thenceforth notify faculty in writing on January 1 of each year whether their work was satisfactory or not, and before April 1 whether or not they would be rehired.⁴⁵

There was nothing that George Butler disliked more than washing dirty linen in public. It would never happen again. In all of his dealings with the Board Butler was so carefully prepared that there was no occasion for another bit of friction. Nor was there in the remaining decade of his administration another similar instance of faculty unrest. It was not so much that Butler changed his ways but that he picked the kind of men with whom he could work.

John Evans Eubanks was one such. He joined the faculty in 1919 and was approached by the malcontents to join them against Butler. He would not because he admired Butler and his rigid ways. A man knew where he stood with Butler.

Once in a faculty meeting young Eubanks astonished everyone by speaking out against the use of "ringers" by the football coach. Butler, angry at the upstart, told him he was making himself the laughing stock of the school. Eubanks maintained his position and Butler, when he had calmed down, apologized. "That man Eubanks is not much to look at, but he's all right," said the Major. When the remark was reported to Eubanks he thought it the supreme praise.⁴⁶ Anton Paul Markert was hired in 1921 to teach mathematics and drawing. He was an Academy alumnus who had gone on to Georgia Institute of Technology. He attended Columbia Teachers College in New York during the summers in pursuit of his masters degree. Eric West Hardy joined the Butler team in 1922 to teach economics. A Furman graduate of 1908, he had served as Dean of Bessie Tift College and Instructor at Tennessee College for Women before coming to the Academy. In the same year, Henry Osgood Read was hired to chair the English Department. He had a "Ph.B.," a bachelor degree in philosophy from Emory and a Master in Arts degree from the same institution. He would add a second masters in 1925 from Columbia University. Before his association with the Academy, Read was Superintendent of the Dawson County (Georgia) Public Schools. In 1926 Butler lured Chester McKinley Sutton away from Piedmont College in North Carolina with a salary offer of \$2400, a "fabulous" sum, it seemed to Sutton who had just secured his M.A. from the University of North Carolina. He joined Read's English Department.⁴⁷ In the same year Joseph LeConte Talley came to the Academy to teach physics. Talley, whose great-grandfather was the famous biologist Joseph LeConte, had a Master of Science degree from Mercer and taught physics there in the summer school.⁴⁸ These new men, together with James Lister Skinner and Charles G. Cordle would be the backbone of the Junior College Faculty. James Lister Skinner joined his brother O. C. on the faculty of the Academy in 1915. When O. C. left in 1923, J. L. became the Assistant Principal. Charles Guy Cordle's long affiliation with the Academy began in 1916 after a year's stint at "Professor Baird's School for Boys." With the single exception of J. L. Skinner all of them, Markert, Read, Eubanks, Hardy, Sutton, Talley, Cordle, would remain with the Academy and with the Junior College until the College moved to the Arsenal location in 1957. Hardy retired and Markert elected to stay on as Principal of the Academy but the others carried the Butler traditions into the new Augusta College era. These men knew Butler in all his strengths and weaknesses, his strong ego, his emphasis on detail, his sudden temper, and they thought that he was wonderful to work for and a giant among men.

There were two occasions immediately after the disturbance of 1920 which might have resulted in other ugly public hassles. Butler demonstrated that he could play the diplomat when the occasion demanded. The first instance was prompted by the famous Scopes Trial in Dayton, Tennessee, in 1925. It came to the attention of some members of the Board that the textbook in use at the Academy was the same one which was cited as dangerously darwinistic at the trial. The Board sought to question the science teachers at the Academy. Major Butler took it upon himself to reply, stating that the character of his teachers was the best proof of their sound teaching. All his teachers believed in the Bible Story of Creation. "It is inevitable that questions will be raised as to Evolution and other matters which may or may

not be worthy of belief. In all such cases a statement by the teacher as to the various theories advanced cannot be avoided, but the policy of the Academy Faculty is to discourage argument or opinion as to the merits of the various points of view."⁴⁹ The Board was satisfied by the magisterial orthodoxy of the Major and did not pursue the matter.

When in 1926 the Board quite arbitrarily decided to inaugurate a free summer school for delinquents there was a loud outcry from the faculty. They had counted on the extra pay they had received from the summer school tuition. Virtually the entire faculty signed a protest against what amounted to a thirty-three percent decrease in salary, "which," they complained, "is the most radical reduction in compensation we have ever heard of in the modern world." Butler relayed the angry protest in a disarming manner, then immediately presented a plan to the Board which in the end satisfied all parties concerned.⁵⁰

An understanding was cemented between Major Butler and his faculty. As Joseph Talley put it, "Butler would back his teachers to the nth degree. If you were wrong, he would ream you out." No more dirty linen was washed in public.

CHAPTER THREE

The Junior College of Augusta



HISTORIC ARSENAL OAK — over 100 years old

FROM 1920 ON it was obvious that the old Academy was not large enough to house the growing numbers of students. When the enrollment jumped from 324 in 1919 to 407 in 1920, classes were held in the Court House across Telfair Street.¹ The Board consulted with the Trustees about the possibility of enlarging the old Academy building and discarded the idea.² Then other voices were raised in complaint. The Richmond County Grand Jury, still the voice of the people as it was in 1784, presented as a grievance the woeful inadequacy of the Academy. It urged a new building program.³ In a letter to the *Herald* in 1924, Dr. R. J. Videtto called for two new colleges, “. . . for God’s sake let’s put tax money where we can get value received . . . We could raise Tubman to a [girls] college and Richmond Academy to a boys college.”⁴

The farsighted Superintendent was, as usual, ahead of the tumult. Lawton B. Evans knew that a new building was needed and that a new building might as easily house a new college program. How to accomplish this marvel during a post-war depression required a feat of legerdemain. In his memoirs in 1932 he made it clear that “a number of us” had been thinking about a second year of college work “for some time” before 1925. He stated very clearly that the idea was presented to George Butler, who “was very enthusiastic about the idea and did most of the detail in working out the general plan.” Evans was always generous in giving Major Butler the credit for founding the Junior College, but his memoirs reveal that the original initiative lay elsewhere.⁵ At any rate the move required a power base which Butler did not have. In order to add a second year of college without extra cost to the taxpayer, the twelve grades of public schooling were reduced to eleven.⁶ The entire community had to be galvanized into action to support the project. There had to be a synchronization between the Academy Trustees, the Board, the city and county governments and the local delegation to the State Legislature. Evans was a master at this sort of promotion. He revealed to the Board in May, 1921 his plan to request the Trustees of the Academy to convert the corpus of their estate into cash in order to match Board funds and a contribution by the public at large.⁷ In the end, the Trustees donated \$100,000, the voters of the county passed a \$300,000 bond sale and the city donated twenty-two acres of land. Every civic club and both newspapers joined in a chorus of endorsement. The “Greater Academy” project was entrusted by Evans to an Academy Building Commission representative of the community. Three were from the Board of Education, J. G. Belding (Chairman), William Martin and Grover C. Maxwell. Three were from the Academy Trustees, Thomas Barrett, Bryan Cumming and Major E. C. B. Danforth.⁸ Three committee members were from the community at large, James M. Hull, Jr., J. Roy Cooper and C. Brant Holley. To provide sure direction to the Committee, George P. Butler and Lawton B. Evans were advisory members.⁹

As part of the orchestrated movement, George Butler went off in the summer of 1924 to Columbia Teachers College in New York to learn about junior colleges, a movement still in its infancy. William Rainey Harper of Chicago University first promoted the notion of teaching the first two years of college in secondary schools. He thought only the junior and senior years of college work belonged on the university campus. The first public junior college was established in Joliet, Illinois,

in 1902.¹⁰ The junior college movement had gained strength in the West, but was something of a novelty in the South.

Back in Augusta, Butler carried the brunt of the debate before the Board of Education. He argued that the college would not cost the taxpayers a cent. Money would be saved by closing the fifth year at Tubman as well as the fifth year at Richmond. The college would be co-ed. The expense of the extra year would be met by a charge of \$100 tuition per year. What about the poor boys and girls who could not afford \$100? Butler saw no problem, they would get scholarships from Rotary, the Exchange Club, Kiwanis or another civic group. Besides, it would cost far less to attend college at home, therefore more rather than fewer local young people would benefit.¹¹ An anonymous letterwriter criticized Major "Walter" Butler for thinking that scholarships were the only problem. The idea of starting a college merely to make use of excess space in a new Academy Building struck him as ridiculous. It would be impossible to run a college according to Butler's financial scheme; the thing would be a farce.¹² However ridiculous the reason might have seemed, the Board of Education thought that filling extra space with a college was a good idea.

There was a maverick boom for turning Tubman instead of Richmond into a college.¹³ It would not be done, thought Butler. "College work has never been attempted at Tubman. If introduced, it would be difficult to secure credit at higher institutions. The Academy has done college work for 15 years and finds increasing difficulty in securing credit. The colleges disapprove of 5th year work but encouraged junior college work."¹⁴ Few would have argued the point with the Major even if he had not been to Columbia University, and Butler was nothing if not thorough. Before taking his case to the Board he secured written endorsements of the junior college project from the Southern Association of Colleges and Secondary Schools, the University of Georgia, Georgia Institute of Technology, the University of South Carolina and Clemson College.

Meanwhile, the Building Commission had searched through various possible sites before deciding upon a tract of land along Baker Avenue, a swampy ground near the foot of "the Hill." The City Council agreed to donate twenty-two acres and spent \$12,000 to drain the land. The Commission bought five additional acres, enlarging the campus to twenty-seven acres.¹⁵

On March 19, 1925 the High School Committee approved Major Butler's recommendation to initiate the first year of college work when the new building was completed, tentatively, September, 1926.¹⁶ The entire Board expressed approval on April 11, 1925, pending the endorsement of the Finance Committee.¹⁷ The Finance Committee was ready with its favorable report by May 9, but last minute details delayed a final vote by the Board until August 15. The Junior College then was established with the proviso that it would be located in the Academy Building as long as there was adequate space. This stipulation would very nearly suffocate the College in time. The High School Committee was designated as the governing authority; it was empowered to fix tuition fees, provide courses of study, nominate members of the faculty and otherwise direct the operation of the college. A second proviso was that the cost should be no more than the cost of operating

the usual fifth year course at Richmond and Tubman. The historic vote was recorded with twenty-eight ayes and eight nays.¹⁸ Augusta's Junior College thus was founded, the first and for two years the only public junior college in Georgia. There were so many ties to the Academy that it is clearly wrong to look upon the action of August 15 as the launching of a new institution. Rather than a birthday, the occasion was a coming-of-age. As long as the College and the Academy shared the same faculty and facilities there was little danger of anyone forgetting the intimate historic bond between the two. It was only after 1957, when the two institutions were separated, that the College began to be regarded as something woven from new cloth, and the earlier connection was forgotten.

George Butler was entirely capable of executing the mandate of the Board. He worked with a subcommittee of the High School Committee now called, appropriately, the Junior College Committee. Their first item of business was the choice of a President. Major Butler, who was present at the meeting, was nominated and elected. He thanked the Committee for the expected honor.¹⁹ Butler had the plans in his pocket for a new administration and a new fifth year program for Tubman. He wanted James Lister Skinner to be his Dean and Miss Julia Flisch of the Tubman Faculty to become the Advisor of Women and Professor of History. Miss Flisch was a remarkable person, and one of the most distinguished scholars ever to be associated with the college, before and since her time. She was one of the original faculty members at the Georgia Normal School in Athens from 1893 to 1905. She did graduate work at distinguished history departments at Harvard, Chicago and Wisconsin. Since 1908 she had been on Tubman's Faculty. For two successive years studies written by her were published in the *Annual Reports of the American Historical Association*. In one of them she wrote, "So far the South has been negligent of the materials of history that lay hidden in the bundles of old letters, in yellowing manuscripts in the family escritoire; but they are coming out now, those documents in which lie concealed the romances, the triumphs, and the tragedies of the Old South. Moreover, the southern people are writing books, real books, about real people."²⁰ Miss Flisch was, herself, one of those who was engaged in such writing. As early as 1886 she produced a novel entitled *Ashes of Hopes*. After countless essays about "real" Southern people she wrote another novel entitled *Old Hurricane*, published by Thomas Y. Crowell Company of New York in 1925. The story was set in central Georgia and was about a plantation carved from the wilderness. The main characters were simple pioneers and spoke in Julia Flisch's version of a Georgia drawl, a version which is readable and authentic. The heroine is a noble-hearted Scarlett O'Hara type who saves the plantation despite a weakling husband. One suspects that there was a lot of Sally McFarlane in the maiden school-mistress. Everyone was awed by Miss Flisch's intellect. Her students were convinced that she had two brains: the story was handed from one class to the next as solemn fact and added a new dimension to the wonder which surrounded her.

Another major administrative matter was the incorporation of the Augusta Training School into the Junior College. The School became the Department of Education and Teacher Training with the Director of the School, Miss Katherine Boggs, the Chairman of the new Department. The busy Miss Boggs had to com-

mute between the Academy and John Milledge School where the training classes were held. Her college teaching included courses in the History of Education, Principles and Methods of Teaching, and Educational Psychology. She also taught two third grade classes and supervised nine classes taught by student-teachers. Miss Boggs was disappointed that her new dignity had brought with it a salary boost of only \$105 a year. After she protested, the Board raised her pay by another \$45.²¹

Finally, the organization of the College was an opportunity for Butler to secure a Reserve Officer's Training Corps unit with an officer of the regular army in charge; uniforms and equipment would be supplied by the government. Colonel J. T. Hains, Commandant of the Military Department from 1923 to 1926, remained at the Academy to become somewhat of an institution in the mathematics department. As the years went by, Colonel Hains was one of the few who would upon occasion publicly take exception to the directions of Major Butler at faculty meetings. The first R.O.T.C. Commandant was Major A. G. Goodwyn who had headed an R.O.T.C. unit at The Citadel for five years.²² After the administration was complete, there was a period of suspense among the members of the faculty as they waited and wondered which teachers would be chosen. No one volunteered; each person was invited. Eleven in all were picked, Justin Begue in languages, Jules Carson in economics, Charles Cordle in history, John M. Ellis in biology, John E. Eubanks in Latin, Eric Hardy in economics, Anton Markert in mathematics, Henry Osgood Read in English, Chester Scruggs in chemistry, Chester Sutton in English and LeConte Talley in physics. All of them would teach on both college and secondary levels. They were good teachers, devoted to the welfare of the students and dedicated to their subject fields. They were bound together by a mutual respect which grew stronger over the years.

Major Butler, busy ordering all things, was determined that the Junior College would enter its existence as an accredited institution. During the year 1925-1926, while the new Academy was being built, the freshman students at Tubman as well as at Richmond were repeatedly told how accreditation depended upon them, upon how well they did in their studies and upon how many of them were accepted by four year colleges.²³ As it turned out the College was accredited before its first class graduated. In December, 1926, Major Butler left for the annual meeting of the Southern Association in Charleston, announcing that he was going to bring back accreditation. Chester Sutton wished him good luck. "Friend Sutton," said the Major, tapping his briefcase, "it's not a matter of luck, it's all here."²⁴

Registration for 1926 was held at the old Academy building on Telfair Street. Registration is confusing under the best of conditions, and for the girls from Tubman it was especially confusing. "Nobody knew where to go, what to do, or where to do it," recalls Erline Gilchrist Labouseur; however, "it was quite thrilling to me despite the confusion."²⁵ The girls were delighted with their men teachers and the boys were impressed by the legendary Miss Flisch.

In late October the new Academy Building on Baker Street was occupied. Wilmina Rowland Smith, Class of 1927, remembers that the women came off second best in a men's world. "None of the top extra-curricular offices was held by a woman, despite the extraordinarily rich experience many of them had had in

a girls' high school. The women were then (as now?) given the posts of vice-president or secretary, while the men were elected to presidencies and other top jobs . . . Women's lib wasn't even thought of in those days; but I can remember how we smarted under the unspoken discrimination against our sex." In spite of the unspoken discrimination, Wilmina managed to win the Presidency of the Sidney Lanier Literary Society. The favorite social event of the club's year was a moonlight picnic at Windsor Springs under the chaperonage of Miss Flisch and Mr. Hardy.²⁶

There is general agreement among those who remember Major Butler's philosophy that he was what might be called today an "elitist." The purpose of the Junior College of Augusta was as simple as the name implied, it served to prepare students for the senior colleges. Butler maintained that he was not interested in large numbers; for the first three years the enrollment hovered around one hundred and seventy-five. Butler noted in his annual report to the Board in 1929 that a policy of restricted enrollment resulted in a better record of successful work after the students transferred.²⁷ Except for the Teacher Training Program, a new pre-medical program, and perhaps the R.O.T.C., the Junior College was an ivy tower of general education in the liberal arts.

In its avowed purpose of senior college preparation the Junior College excelled. Students who remember those first years are unanimous in their praise for the faculty. The comments of Doris Simmons Welch, Class of 1928, are typical. "The faculty as a whole in the early years of the Augusta Junior College was outstanding which accounts for its early success. The math department . . . was very strong. J. L. Skinner and Tony Markert were especially fine teachers, in fact, better than the ones I later had at the University. I especially remember the inspiring classes of Miss Julia A. Flisch (History), Mr. Read (English), Mr. Eric Hardy (Economics), Mr. Begue (French), Mr. Talley (Physics) and Mr. Eubanks (Latin). They all should have a special place in the College annals."²⁸ Mrs. Welch reveals that Major Butler took an informal and unannounced step toward senior college status by offering her a third year of college work after her graduation in 1928. As a result, Mrs. Welch completed her degree requirements after only nine months of residency at the University of Georgia. The Major took no overt steps toward senior college status, but he definitely had that end in mind. When LeConte Talley was hired in 1926, Butler told him that he would teach in a four year college in Augusta. Talley did, at long last, in 1964.²⁹

Deming Lewis, who attended the Junior College in 1931, recalls that he had no difficulty at all after transferring to Harvard. "I have often had occasion to say recently that I got a better high school education in the deep south, more than 40 years ago, than many people here in Pennsylvania seem to be getting now." Lewis, President of Lehigh University in Bethlehem, Pennsylvania, was named to the prestigious four-member governing board of the National Research Council in 1974.³⁰ W. T. "Tommy" Ashmore echoed the same thoughts. "Two of us left the Junior College for Mercer University this year [1932] and we had the best backgrounds of any of the students in our classes at Mercer. In fact, Brainard Curry, the other person at Mercer from J. C., made the highest marks in the Mercer Law School in its history."³¹

George Butler's career was crowned by an honorary degree from the University of Georgia in 1926. Afterwards he let it be known that he would not be adverse to being addressed "by the title his alma mater had recently conferred upon him." LeConte Talley began calling him "Doctor," but to everyone else the President was still "Major" Butler.³² A few bold souls twitted Butler about his doctorate. T. Harry Garrett, Principal of Tubman, was one such. One Spring morning, Garrett spoke at the morning Chapel exercises. Noting that Butler had remarked that Garrett's white pants matched his hair, Garrett said it was a good thing that "some of these doctors don't try to do the same." Butler was bald.³³

As the decade of the Twenties neared an end Major George Butler began to focus his attention on new objectives. Junior colleges were being established all over the South and Butler's advice was constantly sought. He felt himself more and more drawn into the junior college movement. A more compelling demand on his attention was the fact that the fifty-five year old widower was in love. The fair object of his affections was the Academy's first professional librarian, Miss June Rainsford. And in Miss Rainsford, the Major had met his match. They were both omnivorous in their interests, boundless in energy, firm in their religious convictions. They shared a zest for living, a sense of humor and an admiration for literacy. Miss Rainsford began a distinguished career as a writer in 1929 with her first article in *The Mentor*.³⁴ A decade later she would publish a beautifully illustrated book about gardens of the Eighteenth Century entitled *Floralia*. The *New York Times* printed a highly complimentary review and subsequently employed her as horticultural correspondent.³⁵

Major Butler's romance was as open and obvious as everything he did, and it titillated the entire Academy community. As LeConte Talley put it, "The Faculty enjoyed it when he was courting Miss Rainsford."³⁶

George Butler's resignation from the presidency of the Junior College became effective on May 10, 1930. Earlier in the Spring he had taken his new bride on a honeymoon tour of Europe. They went from Sicily through Italy and into Germany. The Major was charmed by Heidelberg and determined to return to study there. The Butlers spent a year in California when they returned from Europe; the Major studied the junior colleges there. He put his findings into a thesis for the University of Georgia and received a master's degree in 1932. The Butlers set up residence in Chapel Hill, N. C.; she began graduate work in botany at the university, he became a consultant for the Southern Association of Colleges and Schools. Their idyll did not last nearly long enough. On November 17, 1933, George Butler died of a heart attack while duck hunting on the North Carolina coast. He was fifty-eight years old. The *Augusta Chronicle* devoted an editorial to the Major, noting that if he "had left no other monument than the Junior College of Augusta, posterity could say that he wrought well."³⁷

Another giant followed a scant five months later. Lawton B. Evans had been showered with honors before his death of pneumonia on April 6, 1934. Oglethorpe University had conferred an honorary doctorate upon him in 1927; so had the University of Georgia in 1930. On November 12, 1932 at a gala banquet celebrating Evans' fifteenth anniversary as school superintendent Emory University gave

him its Doctor of Laws degree. Finally, in June, 1933, Dr. Nicholas Murray Butler presented to Evans the distinguished service medal of Columbia University. Evans was the first non-graduate of Columbia to be so honored.³⁸

It would be petty, as well as pointless, to quibble about which man, Butler or Evans, deserves the title of founder of Augusta College. Both were founders. When they died an era ended. It might be thought of as the end of the beginning.

CHAPTER FOUR

Years of Status Quo

ON MAY 17, 1930 James Lister Skinner became the second President of the Junior College of Augusta with none of the pomp and circumstance that usually attend academic inaugurals. For one thing, the country was in the slough of the Great Depression. For another, Skinner would not have regarded his replacement of the redoubtable Major Butler as a cause for celebration. Skinner had been a faithful helpmate to Butler as Dean; the two men were close personal friends. They complemented each other. Butler was bluff, jovial and outgoing whereas Skinner was quiet and retiring. It is difficult, four decades later, to assess Skinner's philosophy during his presidential tenure. Very likely Skinner himself was not much concerned with formulating a philosophy. He would simply maintain the school as George Butler left it. College presidents are usually the most articulate and voluble of people, but Skinner was not given to speech-making. One has to infer Skinner's philosophy from the history of the college during the almost eight years of his administration. The fact is the Junior College remained almost static. The number of faculty increased from nine to ten; the number of students increased from about 200 to 250; the tuition remained fixed at \$100; the thin, grey catalog was reissued every year practically unchanged. The elitist *raison d'être* was the same originally enunciated by George Butler. The College existed primarily to prepare young Augustans for senior college work and incidentally to train teachers for the local schools. There was a pre-medical program, meant to prepare students for admission to the Medical College in Augusta, but the curriculum was no different from the regular course of study for those in the science program. Skinner's forte was his quiet efficiency. He was an exceptional teacher of mathematics and he ran his school as he taught, methodically. The teachers, largely left to themselves, liked it that way, though there were a few complaints that everything was decided before the faculty meetings and that the Mathematics Department was favored in the scheduling.

Skinner's Dean was well chosen. Eric Hardy supplied the color which Skinner lacked. Hardy was impulsive, imaginative, convivial and not nearly so painstaking in the routine of detail work. Hardy's language was strongly peppered whereas Skinner's had a Sunday-school propriety. One of the most curious of Hardy's picturesque habits was his propensity for not only chewing tobacco, but for expectorating out the open window of his office. There is a story, presumably true, that after one particularly generous exfenestration an exclamation was heard below. An irate matron wearing a badly splattered hat rushed into Hardy's office under a full head of steam. Something must be done, she insisted, about those janitors. Hardy promised that he would remedy the situation.¹

There was little faculty involvement in the administration of the College during the Skinner regime. The President was friendly, but somewhat distant. The gregarious Hardy supplied the lack of rapport by frequenting the faculty lounge. Skinner could never be the authoritarian that Butler was, but he did his best to carry on in the Butler tradition. Once when the teachers were talking and joking during a regular faculty meeting, the annoyed Skinner blurted out that he would simply have to fire five or six of them. "That's Butler talking," the oldtimers would mutter behind their hands.²

As Dean and as President, James L. Skinner was a students' man. He was genuinely interested in them, sympathetic to their problems and unstinting in his efforts to place them in senior colleges. Eric Hardy as Dean and later as President was close to the students, but woe to the wrong-doer! James L. Skinner, and later Anton Markert, thought that they could best serve students by securing scholarships for them to senior colleges. As of May, 1931, nine were regularly available. It was still a man's world, seven were exclusively male awards. They provided roughly \$100 per year to Presbyterian, Emory, Oglethorpe, Mercer, the University of Virginia; \$500 for Johns Hopkins; and \$400 for Harvard. Girls contended for a \$200 scholarship to Converse or Agnes Scott.³

Unlike George Butler who wanted to know what was being taught in his classrooms, President Skinner limited his concerns to good order in the building, clean corridors and punctual attendance of both faculty and students. One problem lay in distinguishing between the college and academy students. There was no question of a ready visual distinction, college classes were co-ed and the male students did not wear R.O.T.C. uniforms. The difficulty was one of extending privileges to the older students not enjoyed by the younger. President Skinner appealed to the Board of Education in the fall of 1934 for the right to grant permission to smoke under certain conditions. The Board of Education, conceding to modernity, approved the request. Thenceforth, Junior College students could smoke in the rest rooms.⁴

Upon occasion, the extension of privileges led to complications undreamed of in the days when George P. Butler walked the corridors. For example, an Augusta newspaper carried a report on March 9, 1935 that the Junior College and the Academy "were under military rule" and that female students were being "locked in rooms by cadet officers." There were reports of an indignation meeting by students and faculty members. Appalled by the publicity, Skinner informed the press that the reports were inaccurate and unjust. He explained that Junior College students had been given the privilege of not attending study halls, because the study halls were overcrowded anyhow, and some of the students had "abused the privilege." The abuse consisted in congregating in the corridors, particularly during bad weather, and making noise. Cadet officers had been stationed in the hall, and Skinner admitted that some of them "might have gone a little too far in enforcing regulations." Because of all the bother the privilege of abstention from study was suspended, thereupon a meeting of students and faculty was held to discuss the regulations. The *Chronicle* quoted a student as explaining that the meeting was not a demonstration or a protest. "Junior College students have had extra privileges and some of them have been taken from us. We only ask that these privileges be restored. It is very inconvenient and bothersome when you have to get a written note from the teachers when you want to use the corridors for any purpose."⁵ The student made it clear that President Skinner was most sympathetic and that matters would be worked out to the satisfaction of everyone.

Such relaxation of discipline as the smoking privileges and exemption from study halls fostered the rumor that the Junior College had become a "playground." Camilla Rutherford, a student, wrote to the editor of the school newspaper taking strong exception to the reports. Students worked conscientiously, she said. There

was a great deal of freedom, she thought, compared to the strict girls' school she had attended previously. "It gives one a pleasant grown-up feeling to think that at last one is trusted to do as he likes, in other words, left to one's own discretion, without faculty supervision every minute of the school day." She liked the way the faculty treated the students more as equals than as inferiors and the interest the faculty displayed in student activities.⁶

An incident which provides an insight into the dynamics of President Skinner's school occurred at the end of the 1933-1934 academic year. On May 8, 1934 the High School Committee of the Board of Education met to vote upon the re-election of the faculty. Usually the Committee endorsed the recommendation of the Principal-President. However, on this occasion committee member Freeman C. McClure took exception to the re-hiring of Ernest M. Allen and Allen's name was removed from the approved list pending further investigation. The General Welfare Committee was asked to look into a complaint lodged against Allen.⁷ The complaint made against Allen had nothing to do with his teaching; it was alleged that he had spanked a neighbor's child who was fighting his own son. Word of the action of the Board spread like wildfire among the students. Allen, a protégé of Butler and a disciplinarian, had the admiration and respect of the students. In an extraordinary Saturday morning gathering, the students decided to go on strike the following Monday unless Allen was reinstated. On Monday the student body filed into the auditorium chanting "We want Allen" and wearing pro-Allen placards. The students were calmed when they were informed that the objections to Allen's reappointment had been withdrawn. A letter from Allen to the Board explaining the incident was read aloud, as was a letter from James L. Skinner to the Board praising Allen's merits as a teacher. Finally a student resolution was read, with the conclusion, "We wish to add this final expression of our universal love and loyalty for the man."⁸ Allen was among those re-appointed by the Board at its June meeting.⁹

The Allen episode tells us many things, it reminds us of the authority of the Board over the affairs of the College, it reveals Skinner as the liaison between Board and School, and in this case as one who retained the support and confidence of the student body as well as the Board, it demonstrates the willingness of the students to rally behind a cause, and it reveals the strength of the bond between a good teacher and his students.

If the Skinner years were static, the reason might well have been that his administration coincided with the worst years of the Depression. Despite the fact that no additional teachers were employed and that each year saw a gain in enrollment, the expense of operating the college increased from a low of \$7,000 for its first year to \$14,000 in 1930. The sums were ridiculously low when compared to any later period, but they were alarming enough to the Board in 1931. Even so, the county was saving money on the College, because it had cost \$15,000 to operate the fifth year programs at Richmond and Tubman.

In May, 1931 the Board created a special committee to solicit state support. The Board was informed by the Richmond County delegation to the State Legislature that no help could be expected from that quarter. The State had its own

problems. The reorganization of the University System and the establishment of a Board of Regents in that year represented an effort to save money.¹⁰ Even before the appeal to the State was made, the Board took the drastic step of slashing salaries. Maximum college salaries were cut from \$2700 per year to \$2500, academy maximums dropped from \$2500 to \$2000. Tubman teachers, paid less to start with, suffered more as their maximum scale went from \$1900 to \$1800. Faculty members at the Junior College and the Academy lodged a protest. Charles Cordle, G. M. Scott and J. G. McDonald drafted a letter to the Board arguing that the Board's action was an illegal breach of contract. Education at the school would suffer, the better teachers would go elsewhere and desirable new ones would refuse employment. The more pity, the statement suggested, because the Junior College had achieved a pinnacle of recognition. The Secretary of the American Association of Junior Colleges had been asked by a leading European university to name ten American junior colleges which represented the best trends in modern education. The Junior College of Augusta was named among the ten.¹¹ The protest had some effect. The Board voted a one-year supplement of \$1,500 to be distributed among the teachers at the Academy-Junior College.¹²

In 1932 the Board cut the salaries by another seven and one-half percent. The college maximum dropped from \$2,500 to \$2,325, beginning salaries were lowered from \$1,500 to \$1,400.¹³ These successive slashes had the effect intended. Costs of running the Junior College dropped sharply from \$14,857 in 1931 to \$8,596 in 1932 and to \$4,624 in 1933. In each of these years the enrollment had increased since fewer young people were able to go away to college. By 1933, 250 students were paying a tuition of \$100 each. At that point the college cost the taxpayers about one-quarter of the amount required to finance the old fifth-year programs.

A casualty of the austerity program was the newly launched Junior College football team, nicknamed the Jaguars.¹⁴ The squad had given as well as it had received; it won three games and lost three. The Jaguars defeated Erskine Frosh, Belmont Abbey, and Young Harris College and lost to Carlisle, The Citadel Frosh and Blue Ridge. Football fever, like the old malarial breezes which wafted across Augusta, was a seasonal tradition. Schools have produced football teams in Augusta when they scarcely could afford blackboard chalk. When James Lister Skinner felt compelled to quash football after the 1933 season, there was no more certain signal that the school had fallen upon hard times. Football dragged down the relatively inexpensive and longer established college basketball squad. "There is simply not enough money to finance two football or basketball teams," Skinner explained in the school newspaper.¹⁵

Ironically, it was at the greatest pinch of the squeeze when Skinner made his only change in the composition of the faculty. In 1934 a Fine Arts Department was established in the Junior College. Miss Louisa Martin and Miss Louise Dyess made up the department. The explanation of this unlikely expansion is simple, each of the ladies was paid the sum of one dollar per year, surely a record of some kind. Each student who enrolled in a Fine Arts class paid a fee of twenty dollars per semester. Outsiders could also enroll upon payment of thirty dollars.¹⁶

In 1934 the salary scale dropped to a new low, \$2100 was set as the new ceiling. Department chairmen continued to receive \$100 extra compensation as they had in the past. The college teachers were forced into outside work when they could get it. One read meters for the Georgia Power Company, two others began proof-reading for the *Augusta Chronicle*, another taught a class under the auspices of the W.P.A., and another went to work for a radio station. The grinding, desperate routine of teaching by day and working by night took its inevitable toll. The bright shining promise of the early years was not extinguished, but it flickered wanly. Scholarship suffered. Few had time to keep up in their field, much less to do writing and research. A close observer who had known the college faculty members at the beginning and again after the Depression noticed the change. The spark had gone; the teachers were not defeated but they were tired.

In 1935 the very existence of the Junior College was threatened. It was not a matter of funds, the college had never cost the taxpayers less. Rather, the gradually growing enrollment of Academy students raised the ghost of the original condition upon which the College was founded. It would be housed in the Academy as long as there was space. By 1935, according to a report of the Southern Association, there was no longer sufficient space for the two institutions. The Academy was placed on the "warned" list because of the large number of classes with over thirty students. If the Academy lost its accreditation, the College would automatically share the same fate.¹⁷

The matter would have been serious enough if it involved only the Southern Association and the County Board of Education. At the worst, the two schools would lose their accredited status but otherwise they would continue to function. However, there was another party very much interested in the fate of the Academy. The Trustees of the Academy, mindful of the 1783 mandate to establish and supervise a seminary of learning, served notice in 1935 that their contract with the Board was in jeopardy. The Junior College was a tenant at will and could not be permitted to crowd out the Academy.¹⁸

James L. Skinner reminded the Board of Education that the cost of the College was only \$4,000 and he pleaded with the Board to save the school. "The most logical and the most economical way to correct this [condition]," he said, "will be additions to our building."¹⁹ Fully aware of the seriousness of the crisis, the Board searched for solutions. One suggestion was to build a school downtown for the Junior College. Another was to restore the eighth grade to the elementary schools to reduce the crowded high school. A special committee was appointed to worry about the problem. The committee was inclined to favor a proposal to split up the Junior College and hold some classes in the nearby Joseph Lamar School on Baker Avenue. James L. Skinner, throughout the discussions which consumed the better part of the year, insisted that the only practical solution lay in enlarging the existing facilities. Building elsewhere would be prohibitively expensive and scattering classes about in other schools would make scheduling difficult if not impossible. One of the alternatives which received serious consideration was committee member Freeman C. McClure's suggestion that Richmond's representatives in the State Legislature be requested to put through a bill which would make the Junior College

a member of the University System of Georgia.²⁰ The suggestion was not well received in Atlanta. The opinion of the educational experts was that junior colleges ought to be operated at the local level. In fact, during the same fall of 1935 when Augusta made overtures to the State, the City of Savannah established Armstrong Junior College. James L. Skinner was asked for his advice and he gave it, strongly urging that Armstrong be from the start a separate and distinct institution from the local high school.²¹ The advice might be thought of as the Skinner Amendment to the Butler Doctrine that junior colleges were a logical extension of the senior high school and belonged on the same campus. It was advice wrung out of the trauma of 1935 when Skinner begged the Board not to let the College die.²²

Finally, in December, 1935 a joint committee representing the Board of Education and the Academy Trustees adopted Skinner's suggestion that the Academy be enlarged; meanwhile the College would continue to use the Academy facilities.²³ The decision was a logical one, as long as the project could be funded, and it represented a vote of confidence in the College. The institution had become too important to the community to be tampered with. At the same time, notice had been served that the Junior College of Augusta was living on borrowed time and borrowed premises.

During 1936 a total of 1305 students crowded into a building planned for 1000. Just over 250 were college students. The auditorium was used as a study hall, the two existing study halls were cut up into classrooms. President Skinner and Superintendent of Schools S. D. Copeland searched for a means to finance a new building program. The College lost two of its pioneers during 1936. When Justin Begue returned to his native France the *Musketeer*, regretting his departure, called him a "brilliant mind" and a teacher of "unusual ability."²⁴ In May, 1936, Miss Julia Flisch announced her resignation. It was as though one of the foundation pillars had crumbled.²⁵ And James L. Skinner was biding his time waiting until the immediate crisis was resolved. The New Deal, kept at bay by the anti-Roosevelt fustians of Gene Talmadge, came to Georgia on the coattails of Governor E. D. Rivers. The Public Works Administration agreed to finance the Richmond Academy expansion program. Contracts were let in the Fall of 1937. With that, President Skinner announced his resignation, to become effective on January 1, 1938.²⁶

Before he left the presidency Skinner terminated the time-honored teacher training program. Thus, the Junior College was even more "pure" in its liberal arts objectives than ever it had been. Never before and never since has the College been so aloof from the mundane business of job preparation as it was during the last year of the Depression when few things were so eagerly sought and highly prized as jobs were. Neither the administration nor faculty thought to question the value of a liberal arts education. They took it as an article of faith that the senior colleges had good and sufficient reasons for insisting on a general education. The purpose of the Junior College was to get as many graduates as possible into the senior colleges.

Though the lean years of the Thirties worked a serious financial stress on the faculty and administration, they were happy years for the students. There was little of the rebellion and questioning of a later generation. Helen Whisnant Kaiser, Class of 1938, remembers that the "high point" of each day was the drill period "when all of us who were not in the ROTC had a free period and we sat in cars and talked

and watched the drills and parades." Jewelene Epps Jones provides us a nostalgic profile of the faculty of the Skinner years:

Mr. Harry Osgood Read and his voice as he read to our class "Day that
I have loved" by Rupert Brooke,
Mr. Galloway and "Blue Moon" and psychology,
Miss Margaret Bailie and her soft voice and her humor,
Mr. Young and his shocking approach to biology—a Darwinian, no
doubt!
Mr. Cordle, gentle history teacher, who brought exquisite roses to the
library,
Mr. D. F. McDowell, who made us read picaresque stories in Spanish
which I've never forgotten,
Handsome Mr. Scott, who gave me my first love for Robert Browning, a
love which has continued to grow,
Mr. Scruggs, whom I watched one day from the library window when
he made a magnificent golf shot—and I was the only one who saw it.
President J. L. Skinner and his dignity. In recent years I have taught
three of his brilliant grandsons, children of James L., Jr. and Josephine
Frye Skinner, Augusta College graduates.

One of the most sensitive and perceptive of these retrospective insights is that of Sara Bolgla Breibart, Class of 1938:

Outside the world was poised for the greatest disaster of the century . . . right on the brink of what was to be known as "the holocaust." But inside the college it was as if none of this was taking place. There was a lack of awareness which would be unheard of in our present age of instant and mass communication. Somehow when it became public information that the spark which caused the first revolution at Berkeley was rooted in student alienation, I thought back to those days at Junior College and knew that it could have never happened there. In retrospect there was an environment which in today's world we talk so much about trying to achieve, learning and having fun. The classes were small—we all got to know each other very well—and we liked and respected each other. We had splendid teachers who were always available. It was before the age of "publish or perish"; the teachers were there to teach and they knew it and we knew it. We learned because we wanted to and also because we developed a fondness for the teachers and wanted to please them. Who could ever forget Mr. Cordle with his soft blue eyes which matched his gentle demeanor. He made history come alive. By his own admission those daily quizzes with the one word answers were "high schoolish" but we studied for them. And is there anyone who ever sat in Colonel Hains' class who could forget his enthusiasm? . . . What a far cry all of this was from my experience at the University of Georgia. When I left, after two years of it, the chill still hadn't gotten out of my bones.

The college has no doubt changed—everything does. Bigger, but better? Those early years of its existence set a high standard of excellence. Whether the subsequent years have measured up is for this generation to assess. One thing is certain: the friendly atmosphere—the dedication of the teachers are all a hard act to follow.²⁷

CHAPTER FIVE

From Ivory Tower To Community College



THE PRESIDENT'S HOUSE — A National Historic Landmark

JAMES LISTER SKINNER'S departure in 1938 to assume the presidency of William R. Moore School of Technology in Memphis, Tennessee, was a watershed in the flow of the history of the Junior College of Augusta. Eric W. Hardy moved from the Dean's Office to that of the President. Anton "Tony" Markert became the new Dean and heir apparent to the presidency. Once again the College had an executive tandem with complementary qualities. The mercurial Hardy was counterbalanced by the even-tempered Markert. Hardy was a public figure, a leader in the community, while Markert administered the internal businesses of the school. Both men were affable and personable, both were sincerely interested in the individual student, though Markert was infinitely more patient in his counseling. Both men retained one of the principal passions of the Butler era, they tried to place as many graduates as possible in senior colleges. Markert thought that his most important single accomplishment as Dean was the acquisition of various scholarships for worthy students.¹ Neither man cared much for detail work, but because Hardy was in charge he left such matters to the Dean. While Markert handled the academic routine, Eric Hardy charted a new course for the school. There was no conscious collective decision on the part of the faculty to alter the fundamental purpose of the College. Neither the Board of Education nor the wider Augusta community was aware that there had been a change. The shift was subtle and gradual. When the various pieces are put together it is clear that Hardy not only possessed a philosophy of education, but that he followed it. We might summarize it thusly. The Junior College will no longer function as an ivory towered retreat, an appendage of remote and unresponsive senior colleges. It will take cognizance of the unique educational needs of the community. It will recognize and adjust to the fact that many graduates do not go on to college, but rather require job skills. Such was Hardy's plan and his determination. Whether or not the people of Augusta liked the new College any better than the old is a point we must consider later.

Hardy's plans were not unrelated to the expansion of the academic facilities which was the legacy from Skinner's administration to his. He had twelve new rooms to fill and hoped to increase the college enrollment to 300. Such a number of tuition-paying students would relieve the county of any cost at all for the college operation. To encourage a wider attendance Hardy persuaded the Board to reduce the tuition charged to non-residents of the county from \$180 to \$100.² Most of the new programs were designed to increase attendance as well as to serve the community. A Civil Aviation unit was established in 1939 with William Hardy as director and LeConte Talley as an instructor. Flying lessons were given at Daniel Field in Augusta. Only regular Junior College students were eligible.

Although the formal Teacher Training Department had been discontinued during the Skinner economy drive, the Junior College continued to offer professional educational courses beginning with the 1938 session. In 1939 a Secretarial Science program was devised and announced in the 1940 catalog. The goals of the program were pragmatic, to train students in the techniques and practices of the modern business office. First year courses included accounting, shorthand, typewriting, economic geography, college composition, mathematics of finance and commercial law. During the second year there was more accounting, shorthand and

typewriting, along with business, English, principles of economics and a course called "office practice."³

In 1942 Eric Hardy launched his most ambitious project in a special booster issue of the school newspaper. The *Musketeer* was replete with articles such as the one by Harold "Chubby" Engler explaining that the Junior College saved Augusta parents \$100,000 in money they would have spent to send their children off to college. He estimated that the total saving over sixteen years amounted to sixteen million dollars. An article by Douglas Graves sang the praises of Junior College alumni in senior colleges. Four members of the Class of 1939 had become members of the Phi Beta Kappa honorary society. The purpose of these and similar pieces was to appeal to the people of Augusta to build a new library for the college out of the fullness of their appreciation. According to the special edition President Hardy's master plan provided that the library would become the intellectual center for the Augusta community. Hardy also intended to build an armory on the campus grounds, which would be made available to armed service personnel at the Augusta Arsenal, Camp Gordon and Daniel Field. Hardy's vision depicted the Junior College becoming a training center equivalent to the first two years of work in the service academies at West Point and Annapolis. The scheme was too grandiose to be realized in its entirety, but Hardy did not give up easily.⁴

The Junior Chamber of Commerce supported a proposal for the improvement of education in Richmond County in 1944. Central to their plan was the conversion of the Junior College into a four year college. The Board of Education asked Eric Hardy for his opinion. A four year college would be a mistake, he thought. He preferred to improve the Junior College by adding more terminal programs. He expressed the hope that some wealthy person would donate a building or two. He had not given up the hope that the Federal Government might be persuaded to fund the library and armory projects. The Junior Chamber desisted from its campaign for a senior college in Augusta.⁵

Although no donor materialized and the Federal Government lost whatever interest it had in the armory project, Eric Hardy continued to build his service college. In 1944 a program for nurses was established in cooperation with the United States Cadet Nurses Corps. New courses which were improvised for the program included "professional adjustment," "anatomy for nurses," and "nutrition and foods." The entire program was made to fit into two academic quarters, after which the students began practical nursing at the University Hospital.⁶ The Cadet Nursing program led to an affiliation with the University Hospital Training School for Nurses by which all class work in academic subjects was done in the Junior College.

The good grey bulletin of the Junior College of Augusta retained the staid format and pat content of the Butler-Skinner editions. The 18th bulletin, issued in March, 1945, contained a curious innovation, a section entitled "Looking Ahead." The entry described the extensive post-war plans developed by the Board of Education and the Junior Chamber of Commerce. New units were to include a vocational unit, library building, fine arts building, an aeronautical laboratory and an additional academic building. Also projected was a new athletic field house and

new residence halls for college men and women. People of "large accumulated wealth" were asked to donate a building. Catalogs usually advertise the reality rather than the dream. In Hardy's hands the booklet became an instrument of promotion.⁷

Even more curious was the fact that in the subsequent bulletin, issued two years later, the section was reprinted. Except for a field house which had been erected adjoining the stadium, the ambitious building program was as nebulous as before.⁸ When the section was printed a third time in June of 1949 it seemed to have become a permanent feature of the catalog. The lead sentence, "The Board of Education and the Junior Chamber of Commerce have been working on a very extensive post-war program," unchanged for over four years, must have seemed a mockery. There had been some progress, however. A county bond issue was levied in 1949; hopefully it would finance a separate college building and a new library.⁹

Meanwhile, if Eric Hardy could not bend events to his will, he could take advantage of opportunities as they arose. In September of 1947 the University of Georgia opened an extension program, offering senior college courses using Junior College facilities and faculty. During the first year courses were aimed at specific groups such as teachers and insurance salesmen.¹⁰

Another cooperative program was launched in September, 1949 involving the Junior College and the Gertude Herbert Memorial Institute of Art. Art courses were taught at the Institute and academic credit was extended by the college. The program included such functional courses as "Teaching art in the elementary grades."¹¹

If the University of Georgia could offer extension courses, so could the Junior College of Augusta. By 1949 college courses were being taught in the University Hospital, Oliver General Hospital and the Lenwood Hospital. The college bulletin announced that the administration would be "glad to supply instructors for any course where a sufficient demand exists to justify a class."¹² Never before and seldom since has the College cast herself with such abandon at the feet of the community. Even though Eric Hardy had not realized his most ambitious hopes for the College, at the end of a decade of his administration he had succeeded in turning the school around. His academic revolution, no less real because it was gradual, had fixed the focus of the College upon the community instead of upon senior colleges. Paradoxically, the community was engaged in a debate to decide whether the College ought to be continued or abandoned.

For several years Eric Hardy had been sounding a note of alarm. In September of 1946 he had to announce that the enrollment for the freshman year was over-subscribed. An evening division was established to take care of the influx of returning World War II veterans. The evening school was one of those temporary expedients which became permanent.¹³ The situation grew worse. Hardy was quoted in the local press as stating that "the absolute outer limit at the Junior College and the Academy" had been reached. Students simply had to be turned away. "In addition, we are able to do only about two-fifths of the academic instruction for seventy-five nurses in training. We should be doing all of it. We are failing

to measure up to this opportunity and responsibility because we do not have adequate facilities.”¹⁴

The space squeeze revived discussion of the stipulation in the original agreement which always hung like the sword of Damocles over the Junior College. The College could stay until its presence prejudiced the operation of the Academy. By 1948 the Board of Education began to talk about separating the two schools.¹⁵ In January, 1949, Eric Hardy told a gathering of concerned citizens that the county must erect a new building for the Junior College or close it down. “The people of Augusta have never provided even one slick dime to provide equipment and facilities for the Junior College in the past.”¹⁶ Everyone seemed to agree that something should be done. No one was sure just what was needed. Truth to tell, Hardy was not able to outline a solution. His standing request for some wealthy person to step forward and donate a building was a touch of fantasy.

The Board of Education created a special committee to review the problems of the College and Academy in the wider context of the county system. The committee borrowed an idea in vogue in post-war California called the six-four-four system. Elementary schools would include only the first six grades. New junior high schools would be established to house grades seven through ten. They would feed the senior high schools, Richmond and Tubman, which would include only grades eleven and twelve and which would become, for the first time, co-educational. The happy result of this arrangement would be to afford room for the Junior College or grades thirteen and fourteen. Thus, the College was placed at the apex of the six-four-four system. Instead of separating the College and the Academy the two would be permanently bound together.

When word of the impending considerations began to leak out, there was a stir of protest. Outspoken “Colonel” J. T. Hains of the College faculty let it be known that he disagreed with the notion, regardless of what Eric Hardy might think. “I believe I am correct in saying that, almost without exception, everyone believes that the Junior College should not be housed in the same building as the Academy. The main reason that I hear on every hand is that it hurts the Academy. I agree with this view. I also think that the Academy hurts the Junior College, particularly in regard to the fact that it is impossible to develop a college atmosphere. Up to the past few months everybody would say that the Junior College should be housed in its own separate building and the two schools should operate on their own separate schedules. Please note that this view was held by those who are now advocating their incorporation into one school. Why the change? Why should their combination in an unnatural manner now solve the problem when the problem was not solved by natural growth?” Hains was afraid that the proposed system would end any hope of getting a senior college for Augusta.¹⁷

Many Augustans viewed the proposed change as an attack on the Academy. A citizens’ group was organized to fight for the Academy. The announced aim of the group was to oust the College from the Academy facilities, “leaving it to the Board of Education to decide as to whether or not the Junior College shall be housed elsewhere or abandoned.”¹⁸ W. C. Fleming expressed the sentiments of the partisans of the Academy in a letter to the editor of the *Augusta Chronicle*. He

admitted that the Junior College had a commendable record of service to the community, but compared to the Academy, the College's record "is a mere pygmy." If there had to be a choice, he would retain the four-year Academy and let the College go.¹⁹

Undeterred by the voices of protest the Board committee reported in favor of adopting the six-four-four plan. The Junior College would be maintained as an integrated unit with the Academy. For the sake of tradition the name Richmond Academy would be retained, as would Tubman, and diplomas would be granted to those who completed the twelfth grade.²⁰ One week later the full Board adopted the plan.²¹ Eric Hardy announced that the Junior College would continue to offer two years of standard college work, but that there would be a greater variety of vocational terminal courses than ever before.²² Tuition was hiked to \$150 per year for residents of the county and \$175 for non-residents.

As Eric Hardy looked back from the vantage point of 1950 most of his hopes had failed to materialize. There would be no library building, no separate academic structure, no fine arts building, no residence halls, no aeronautical laboratory, no armory, no West Point of the South. Hardy was victorious, nonetheless, because he had his community college. The one new unit approved by the Board was a vocational training complex. Henceforth, the words "Community College" appeared on the cover of the biennial catalogs beneath the school title. Progress on the new unit was rapid. The addition was constructed in 1951 and equipment was transferred from the old vocational school on Telfair Street in 1952. The entire project cost one million dollars.²³

The total offering of the new Junior College included four fields, the liberal arts, vocational, pre-professional and fine arts. The vocational program was terminal and included such courses as "air conditioning and refrigeration," "cosmetology," "auto mechanics" and "laboratory technician." If the student wanted to continue his education at a senior college, he might enter any of the following practical studies: business administration, pre-dental, home economics, pre-engineering, pre-medical, pre-pharmacy, nursing and medical technology.²⁴

The evening school had become a rousing success by 1950. The catalog described it as "one of the fastest growing features of the Junior College of Augusta." The night school followed an open and ingenuous pragmatism which would have been considered academic heresy by Major Butler. "Both afternoon and evening classes," declared the college bulletin, "are organized in any subject where sufficient demand exists to justify the class."²⁵

As a result of the reorganization of the College, Eric Hardy was something of a celebrity. His alma mater Furman University had conferred an honorary doctorate upon him in 1942, so Hardy became "Dr. Hardy." He received inquiries from different parts of the country after he began to advertise the community college concept. It was evident, he told the *Chronicle*, that the local developments were attracting national recognition. There was a new awakening, he said, "to the fact that we can never educate our young people if we insist that all of them must be put through the same old program of classical or semi-classical education."²⁶ Just as George P. Butler and James L. Skinner had once boasted about the number

of students placed in senior colleges, now Eric Hardy pointed with pride to the number of Junior College graduates who were placed in jobs. A guidance and counseling service was introduced in 1950 which had as its functional objective the placement of graduates in local occupations. The purpose of the community college, Hardy emphasized again, "was to meet the needs of the individual student in terms of the professional and industrial needs of the community."²⁷ Hardy seemed to regard the Board of Education decision for a six-four-four system a mandate for the community college concept.

The crisis of 1949 was not merely one of space limitation. Other issues tested the fiber of the institution and threatened to break down public confidence. The most serious, perhaps, was the severe strain which rocketing post-war inflation put on faculty salaries which had been cut to the bone during the long depression. At the outset of Hardy's administration the masters degree was made a prerequisite for faculty status in the Junior College.²⁸ At that time the salary range was \$1550 to \$2400. The higher salary was attained by minuscule raises over a nineteen year period.²⁹ The lifting of price and wage controls after World War II resulted in a sharp price rise while teachers' wages lagged behind. In Richmond County the lag was more severe than elsewhere and the law of the marketplace asserted itself. Between July and September of 1946 nine teachers resigned from the Junior College, all but one to take better salaries at other schools. John B. Moore went to Georgia Institute of Technology, Curtis Truan to Middle Georgia College, Jasper Derrick to East Carolina, Thomas J. Blalock to North Carolina State, David F. McDowell to the University of Georgia Branch at Hunter Field, Savannah, and Chester Scruggs to the University of Georgia in Athens. The Chemistry Department was virtually wiped out by the departure of Scruggs, Blalock and Derrick. Chester Scruggs' decision caused the greatest consternation, not only because he was Chairman but he was one of the dwindling number of pioneer faculty whose tenure dated to 1926.³⁰ Dean Anton Markert could find only six replacements to handle a record college enrollment of 363 by opening day. He called the situation critical.³¹ Things got worse as J. B. Usry resigned to return to North Carolina. Markert frankly confessed the administration's inability to cope with the raids by larger institutions. He expected three other college teachers to leave in the near future. Meanwhile, scheduling was impossible and teaching was simply suspended for the first weeks of the semester.³² The Board of Education, under pressure, raised the maximum salary from \$2400 to \$3050 for college faculty.³³

In 1946 Augusta was caught up in the most exciting political battle since the days of the Populist Party. John B. Kennedy, born on the grounds of the Augusta Arsenal where his father was sergeant, had become the practical dictator of Augusta. As boss of the dominant Cracker Party, he had himself appointed Commissioner of Public Safety in 1941. In 1942 Kennedy had a citizen arrested for anti-Cracker remarks made at a football game. Thereafter the local press began a denunciation of Kennedy and Augusta schoolboys chalked swastikas on walls and exchanged Nazi salutes. The Crackers were challenged by a reform group called the "Independent League for Good Government." The Independents scored their first important victory in the April, 1946 elections. Independent William S. Morris defeated Cracker Roy V. Harris for a seat in the State Legislature. Independent

candidates won the city and county levels also. It was inevitable that politics would have a bearing on the operation of the Junior College as the Independents attacked the Crackers for their neglect of the school. Fuel was added by charges made by a group of Junior College-Academy teachers that Superintendent of Schools S. D. Copeland, a Cracker, was responsible for intolerable conditions in the two schools and should be forced to resign. One of the protestors, Claude M. Hill, Jr., was not recommended for reappointment. Hill complained to the anti-Cracker press that he was being fired because of his affiliation with the Independents.³⁴ Hill claimed that favoritism was shown to a Cracker teacher, Wilfred Neill, Jr., who was unqualified in his field and taught no class over twenty students. The *Herald* investigated and found that Neill taught classes with enrollments of six and eight (zoology and advanced German) and that his total student load was about fifty, whereas Hill taught one hundred sixty-seven students. Hill's case became a cause célèbre among the students, many of whom were accustomed to mocking the Hitlerian rule of Boss Kennedy. A student group burned an effigy of Superintendent Copeland and threatened a strike.³⁵ Hill called on the students to disallow the proposed strike and assured the *Chronicle* in a letter to the editor that he would write "no strike" on his blackboard.³⁶

A group of veterans and other older students enrolled in the Junior College deplored the "political crisis" and at the same time managed to hurl a few bricks at the Cracker regime. It was time for the taxpayers to "free our schools from political bondage" said the veterans.³⁷

The Board of Education, stung by the public charges and intimidated by the student support of Hill, scheduled a public hearing on the young teacher's grievances. Hill was advised to appear attended by legal counsel.³⁸ "Hill Spurns Public Hearing," the *Chronicle* announced on the day after the scheduled confrontation. Hill explained that a large public gathering was not the proper agency to investigate the charges that he had made. The Board of Education preemptorily dismissed the rebel.³⁹ A few days later the Beta Club, a student organization, presented a pearl-studded pin to Hill. On the same day the slate was balanced when the Junior College Alumni Association presented a fountain pen to Eric Hardy for "distinguished and outstanding service."⁴⁰

If the Hill affair can be seen as a Cracker-Independent clash, it was clearly a Cracker victory. That the victory was not total is revealed by the fact that Wilfred Neill was relieved, "at his own request," from the duty of teaching German and assigned to biology, his field. Neill would not outlast Hill very long. In 1949, Neill was replaced by a twenty-three year old biology teacher from Memphis named Shelby Lee Wallace. Coincidentally while in Memphis, Wallace was a neighbor of ex-President James L. Skinner. Harry Dolyniuk joined the faculty the same year as did Wallace. The two were preceded by Grover B. Williams who had been appointed in 1948. All three, babes in the woods then, would still be on the faculty as the College celebrated its fiftieth anniversary in 1976. Lee Wallace remembers that the first time he went to the library, Margaret Bailie, the librarian, thought he was a student, shushed him and sent him back to study hall. The old guard on the faculty were the strongest influence on Dean Markert. The old guard disapproved

of young people who disturbed things, like Claude Hill. One of them put it in a nutshell, "Hill was a radical; he wouldn't do what the Dean and the President said."⁴¹

On one point the old guard and the new agreed. Salaries were inadequate and getting worse instead of better. Since 1939 the cost of living had gone up 100% while teachers' pay increased only by 50%. Failure by the Board to vote a pay hike led to rumors of a teacher strike in the Fall of 1948.⁴² At the time, the Junior College maximum was \$3,110, with eighteen teachers in the top bracket.⁴³

As the Fall elections neared, the Independent Party candidates promised to work for adequate pay for teachers and for a reorganization of the Board of Education. A "New Cracker" Party emerged from the wreckage of the old to join in the contest of promises.⁴⁴ A slight increase in pay was voted by the Board in August, quieting talk of a September strike.⁴⁵

Unfortunately, the increase was a temporary expedient and was soon swallowed up in the rising cost of living. Eric Hardy used his strongest language in a special meeting of the Academy-Junior College Parent Teachers Association to bring attention to the teachers' plight. "Right here on the faculty of the Richmond Academy and the Junior College, fifty men are half-starving on the salaries paid to them. Out of these fifty men, forty-three teachers are working after hours on outside extra jobs in order to make a living. Eleven of our faculty wives are also working. It is a disgrace to Augusta and the State of Georgia." The Association sent a letter to Governor Herman Talmadge demanding that he call a special session of the legislature to find a way to provide proper pay for the teachers.⁴⁶ Enough of a clamor was raised to prompt Governor Talmadge to promise future pay raises.⁴⁷ And indeed a "cost of living" bonus of \$100 was allotted to each teacher from state funds. The bonus was followed by a ten percent raise for 1949.⁴⁸

The reorganization of the county system on a six-four-four basis in 1949 coincided with a massive infusion of Federal funds into the Augusta area, which in 1950 was designated the Central Savannah River Area; Camp Gordon and the Oliver General Hospitals became permanent installations. Construction of Clark Hill Dam began. The Government announced its intention of constructing a huge H-Bomb materials plant on the Carolina side of the Savannah River; the cost estimate of the project was \$260,000,000. The first direct benefit of the new era was an allocation of \$91,000 from the Federal Works Administration. The subsidy was intended to ease the strain caused by the influx into the school system of the army personnel dependents.⁴⁹

The reorganization of 1949 introduced girls into the Academy for the first time. More significantly from the perspective of the college was the sudden appearance of females on the faculty. There had been women on the faculty, of course, since the days of the Misses Flisch and Boggs, but in 1949 there were no females listed on the roster except Margaret Bailie, the librarian. The total faculty membership had hovered around twenty-eight during the forties. After the six-four-four plan was effected the total jumped to forty-two in 1951 and forty-eight in 1952. Eleven women were listed on the faculty in 1951 and fifteen in 1952.

The old guard among the faculty, growing more conservative as the years slipped by, was disturbed by the advent of the ladies, disturbed and perhaps just a whit intimidated, because the phalanx of teachers from Tubman was preceded by a formidable reputation. Eleanor Boatwright, Ann Braddy, Grace Strauss and Ruth McAuliffe were referred to as the Big Four. The term was a title of respect achieved by outstanding teaching. Their very appearance on the faculty was a challenge to the men to measure up. For too long a time the men and women refused to mix at social or academic gatherings. The women were aware that some of the male teachers criticized their lack of discipline in the classroom; an unfair charge, the ladies thought. The women resented the discrimination in pay and the uneven distribution of teaching loads.⁵⁰

The opening of the vocational unit in the fall of 1952 ushered in the new era of practical education in Eric Hardy's community college. The biennial catalog was replete with vocational programs which might be pursued from the eleventh through the fourteenth year. The immediate effect of the innovations was to increase the enrollment, despite a drop-off at the college level, to another critical high. In May, 1953 the total enrollment at the Academy-Junior College was 3,295. Of this number over 300 were full-time students in the vocational unit and nearly 700 were part-time. There were 160 students in the commercial night school and over 400 in the college level extension classes.⁵¹

Despite this promising beginning of the new system, Eric Hardy was not fated to see the realization of the blue-print he had so carefully designed in the catalog. Just as his elaborate plans of a decade earlier for an "intellectual center," residence halls, and an armory might as well have been for castles in Spain, so the community college concept never quite materialized. For one thing, the faculty was not wildly enthusiastic about terminal programs in the thirteenth and fourteenth grades. For another, very few students signed up for courses beyond the twelfth grade. And for still another, Eric Hardy reached the retirement age in 1954 and therefore was not able to nurse the program into maturity. Nor did the six-four-four plan work as it was supposed to. Tubman, it is true, was never the same again as it lost its two upper classes. However, the Academy could not manage to shake off the tenth grade. There were even some ninth grade courses that had to be retained largely for the greater glory of the athletic program.

When Dr. Hardy left the Academy-Junior College at the end of the 1954 school term, he thought he was leaving for good. He was wine and dined and greatly honored. The faculty gave him a gold pocket watch and the students presented him with a typewriter for the research he promised to do. Dean Markert stepped up into the presidency and Lee Maden was tabbed for the Dean's job. Both were members of the old guard. Markert was a pioneer of the original 1926 faculty and Maden had taught French in the College since 1930. By 1954 Markert was one of the most popular men in Augusta. Calm, considerate and affable he personified the heart of the school while Hardy was the head. As President after 1954 Markert remained the person he had been, a student's administrator. His door was open, his hand was out and his time was not his own. Therefore, Markert was not the fabricator of the splendid visions that Hardy was. Nor was he the public

crusader for the cause of the College that Hardy was. Markert chose Lee Maden for his assistant because Maden was a hard working, competent office administrator and he was a disciplinarian. Again the College had an executive duo with complementing qualities.⁵²

The reason why the administration of President Markert is little more than a hiatus in the history of the college is that Eric Hardy did not take his retirement literally. Having dreamed so greatly and so continuously about the future of the College, he could not cease to dream all of a sudden. Thus, it was that in October of the very year of retirement that Dr. Hardy took the lead in attempting to give the College away. The incident was interesting because it gave the educational establishment an opportunity to voice an opinion considerably at variance with the line which had traditionally been followed.

The episode began when the Georgia Baptist Convention recommended relocation of Truett-McConnell and Brewton-Parker Colleges. Eric Hardy was a prominent Baptist layman as was Lester Moody, Secretary of the Chamber of Commerce and one of the chief architects of the post-war Augusta boom. Hardy conceived the notion of inviting the Baptist Convention to locate in Augusta and Moody organized a meeting of influential citizens to back the project. Those present were unanimous in their opinion that the Junior College ought to be closed down and a new Baptist college opened. "The Board is willing to give the Junior College away, but does not want to merely get rid of it," said A. J. Carpenter, President of the Board of Education. "It would be a great relief to the Board of Education to turn the Junior College over to the Georgia Baptist Convention," he added. No facilities would be actually transferred, just the students and, perhaps, some of the faculty. Carpenter then outlined the reasons why the continued operation of the College by the Board was undesirable. The reasons were that the facilities were crowded, the College was a financial burden and "it is an educational handicap to differentiate between the different age groups of high school and college students." The reasons were certainly not novel; the same criticisms had been voiced by opponents of Major Butler's original plan. What was new is that the managers of the College now agreed with the critics. Roy Rollins, well-known in the area for his success as Richmond Academy football coach, was Superintendent of Schools in 1954. He agreed that "the college had been a considerable trouble and expense" and that it would be a great relief to have another agency operate it.⁵³ Other Board members, E. F. Bentley and O. O. McGahee added their endorsement and Mayor Hugh Hamilton assured the group that the city would cooperate in every way possible. Lester Moody, host for the meeting, appointed a committee to make up a case for Augusta and the meeting broke up.⁵⁴ So did the bubble of speculation about a possible transfer when the Baptist Convention vetoed the move to Augusta. Although the transfer was aborted, the incident is fraught with lessons for anyone interested in the history of the College. It showed that while Eric Hardy was in retirement, his imagination was not, and that was a portent of other schemes soon to come. It introduced Lester Moody into the cast of noteworthy characters associated with the College. Moody was that sort of dreamer who got things done. He was an indefatigable lobbyist for the Clark Hill project, for a permanent veteran's

hospital at Oliver General, for a new airport at Bush field, for a new television station in Augusta and for the bevy of new industries that transformed Augusta into a boom town of the fifties. Lester Moody was determined that the new Augusta would have a worthy college. Finally, the episode revealed that the community college image, so carefully furbished by Eric Hardy, did not win the affections of the people of Augusta any more than Skinner's old model college had. The College was still in a precarious situation, on borrowed premises and on borrowed time.

CHAPTER SIX

Finding A Home

ONE YEAR after the attempt to turn the Junior College over to the Baptist Convention, Lester Moody called another meeting to discuss the future of the College. The Augusta Arsenal had outlived its historic usefulness and would be closed by the Army; the property had been declared surplus by the General Services Administration. Here was the solution to the problem which had plagued the Junior College from its inception, here was space, room to grow, a permanent home. Seldom has a proposed change met with the unanimous support which was given to the acquisition of the Arsenal by the Board of Education. Eric Hardy came out of his one-year retirement to assist with the transfer. Roy Rollins, as Superintendent, was a key figure in the transactions. But the man who did the most tedious work at the early stages, the work of cutting through bureaucratic red tape, was Lester Moody. Roy Rollins expressed the opinion that Moody's accomplishments, hidden for the most part from public view, were never fully appreciated.¹

In October 1955, Carl Sanders called Roy Rollins to inform him that the Augusta Arsenal property had been turned over to the General Services Administration for disposal. Sanders, a member of the Georgia Assembly, was a friend and neighbor of Rollins, and had starred on Coach Rollins prewar football teams. The Army reserved a small corner measuring five hundred feet on Walton Way and three hundred feet on Katherine Street. The rest was to be sold in whole or in parts. Proposals for educational or health uses would be entertained first, then industrial or commercial bids would be accepted.

Lester Moody acted quickly. He called a special meeting for those most directly involved. Carl Sanders and Moody were co-hosts for the occasion, a dinner meeting at the Town Tavern. Rollins was there, of course, as well as Hogan Dunaway, President of the Board of Education. Roy V. Harris, old-time Cracker Party leader and now a member of the Board of Regents, was on hand, as were Hugh Hamilton, Mayor of Augusta, Hillary Mangum of the Merchants Association, Millard Beckum of the Chamber of Commerce and representatives of the Augusta newspapers. A. R. Smith represented the General Services Administration and L. Fred Carson, the Department of Health, Education and Welfare. During the course of the meeting the representatives of the Board of Education were told that a Gainesville, Georgia, educator wanted to establish a military school on the grounds. They also learned from Roy Harris that the Regents were not interested in the property.²

On November 10, the Board of Education instructed Rollins to apply for the land at the Arsenal. Eric Hardy took inventory of the existing buildings and speculated on the use that could be made of them, while Lester Moody acted as liaison with the city and county governments. The Richmond County Commission agreed to furnish five laborers, or their equivalent in salaries, to maintain the grounds to be acquired. The city was asked to furnish another five laborers and to supply free water in return for the use of the huge water tank already on the Arsenal grounds. President O. C. Aderhold of the University of Georgia was asked by Rollins to use his influence, since the Georgia Extension School was involved. By December 7, the Board dispatched a long justification to the Regional Director of the Office of

Education in Atlanta. The Arsenal was ideally suited in the heart of the finest residential section of the city. The buildings already there could be converted to academic use at minimal costs. Thirdly, the Board argued, there was ample room for growth. As for its ability to support the College, the Board noted that an act of the Georgia Legislature in 1949 permitted the Board to raise whatever taxes were necessary to support the county school system.³

The application was for forty-five acres of land, which included everything west of the main Walton Way gate and Lyle Road running south from the gate. Eastward of Lyle Road the large parking area and a frame building used as a mess hall were included. The application exhaustively enumerated each building, explaining how they might be used. Parallels between the old and projected uses were so similar as to be amusing. The Headquarters Building would be used for the college administration as well as for a library. The Commanding Officer's Quarters would be used for faculty offices. The Assistant Commandant's Quarters would become the President's home. The building directly across the enclosed quadrangle from the Headquarters which had been used as quarters for bachelor officers, would be used as residences for bachelor professors. The old Walker cottage which antedated the Arsenal, had been reserved for officers' use; it would serve as a faculty club where social activities would be conducted. A large frame building immediately behind the Walker cottage had been used to stock materials; it would become a science building. The building which college students would come to call "the Chateau" was a personnel club, it was put down as a student center. Seven family residences along Arsenal Avenue and two residences located on the spot where the Fine Arts Building was later constructed would be used as residences for married faculty and staff members. The Arsenal hospital, located where the baseball field was laid out in 1970, would be the college clinic. The mess hall, which faced the warehouse later to become the science building, would be used as a cafeteria. The four large warehouses flanking the south end of the grounds would continue to be storage buildings. All in all the adaptation from arsenal to academic use was so slight it was ingenious.

The lengthy statement to the Education Department was a preamble to the application itself, a document which was addressed to the General Services Administration on December 20, 1955. The proposal revealed, significantly, that the Board had not relinquished its hope that the College might be given away, "With the Junior College on its own campus, there would be greater inducement for some other agency, perhaps the University System or some denominational school to assume its control, direction and operation, and thus enable the Board to get out of the college business."⁴

The transfer would relieve the chronic crowded condition of Richmond Academy, but most of the emphasis in the document was on the advantages to the community that the change would bring in its train. The fine hand of Lester Moody, Secretary of the Chamber of Commerce, could be seen in such arguments as the following: The College could be thought of as a generator of jobs here; it would provide a place for local firms to send personnel for better training; more industry would be attracted to the area. Clear evidence that the application was aimed at

convincing the locals as much as the federals was the veiled threat that the property would be used for industrial or commercial purposes if the Board failed to obtain it. The Board's timetable called for the conversion of the buildings during 1956; in the spring of 1957 the Extension School would move to the new location, to be followed by the College itself in September, 1957.⁵

The application was launched in an atmosphere of great optimism in December, 1955. The first discouraging word was sounded by the Education Department's regional office in Atlanta. The Board could not have the forty-five acres it asked for. It might, however, obtain thirty-two acres, that quadrant bounded by Walton Way and Arsenal Avenue which included the oldest and most important buildings. Excluded from the original application would be four large warehouses at the end of the property opposite Walton Way and the parking lot. Would the Board be willing to revise its application?⁶

The Board would compromise. It agreed to omit from its application the parking lot to the left of the main gate on Walton Way, but it refused to give up the four warehouses on the southwest quadrant. Rollins and Hardy collaborated in producing an impassioned plea for the warehouses. They would provide storage space for the county's forty schools, they would allow for maintenance of the Board's 85 pieces of motorized equipment, they would act as a food depository for school cafeterias, they would house books. Finally, if an industrial user were to get these buildings, the disturbance to the College would be appalling. The school population of the county had grown from 16,000 in 1951 to almost 24,000 in 1956. Would the Federal Government not be compassionate?⁷

As an afterthought another document was rushed off two weeks later, explaining in greater detail that the four warehouses were essential to the future of the entire county system. An army of facts and figures were marshalled and advanced upon Washington. In addition to the need for food and book deposits and for maintenance, Rollins and Hardy had discovered a need for using one of the warehouses for the vocational education phase of the College program. Plumbing, sheet metal and electrical work would be taught in one of the warehouses. Another warehouse would become a physical education plant, with dressing rooms at each end and the large center section used for "setting up exercises, tumbling, indoor tennis, volleyball, badminton and some basketball." As a final fillip, Camp Gordon had recently become Fort Gordon, and Augusta would have to serve an additional clientele.⁸ The implication was that the Government had helped create the county's problem and ought to help resolve it.

Leaving nothing to chance, Rollins hand-carried the April 2 amendment to Fred Carson's office in Atlanta. With Lester Moody's advice, Rollins continued to apply subtle pressure on the bureaucrats. He persuaded Georgia Congressman Paul Brown to alert the Washington end of the Education Department that the proposal was en route. Brown agreed to arrange a meeting with Chester B. Lund of the Department of Health, Education and Welfare after the report was received. Then Rollins wrote back to the Atlanta office that he would be in Washington during the second week of May and would it not be a pleasant coincidence if the report were in Washington by that time?⁹ The May meeting in Washington with

Chester Lund produced more optimism, but as the summer of 1956 wore on, it became apparent that a snag had been struck. A gloomy Lester Moody informed Rollins finally that they were not going to get the Arsenal. The application had been rejected. Rollins and Moody took to the road to trace down the problem, they went to Atlanta and then to Washington. The source of the difficulty was not in the Office of Education but in the General Services Administration, in fact at the very top of the G.S.A. Mr. Franklin G. Floete, the Chief Administrator, had decided against the transfer. There were rumors that the Army might reconsider its decision to abandon the property.

This was no time for petty lobbying, the Augusta forces had to unlimber the heavy artillery from their own political arsenal. Senator Walter George had become a friend of Lester Moody's as a result of the transactions which led to the Clark Hill Dam project. George now agreed to have breakfast at the Bon Air Hotel in Augusta with Moody, Sanders, Dunaway and Rollins. He would be glad to accompany the group to Mr. Floete's office. If Mr. Floete proved to be intractable, which was possible since Floete had that sort of reputation, then George had a trump to play. Lester Moody later explained to Rollins what George had in mind. President Eisenhower's budget was in trouble during that session of Congress. Walter George, as Chairman of the Senate Finance Committee, was responsible more than anyone else in the Senate for pushing the bill through Congress. Ike was grateful and had promised George, "If you ever want a favor, just ask." Ike was Lester Moody's ultimate weapon.¹⁰

In November the Augusta delegation invaded the sanctuary of Franklin G. Floete. In the wake of Senator George were Lester Moody, Roy Rollins, Hogan Dunaway, Carl Sanders and Eric Hardy. Senator George had learned of Floete's interest in Egypt. George informed his host that he too had traveled extensively in Egypt. As Floete mellowed, Rollins primed an assistant on Richmond County's great need for the Arsenal property. At length, without the subject of the meeting ever being generally discussed, Floete and the assistant excused themselves. Three minutes later they came back to announce, "Gentlemen, the property is yours." Floete advised the delegation not to press for the parking area at that time, but to come back later with a supplemental proposal.¹¹

Word was passed back to Augusta at the highest level that the transaction was accomplished. Secretary Marion Folsom of the Department of Health, Education and Welfare informed Senator Richard Russell that on January 18, 1957 the General Services Administration had assigned 38.21 acres of land and 46 buildings to his Department to be transferred to the Richmond County Board of Education. Russell sent the good news to Rollins with a copy to Lester Moody.¹²

A simple ceremony of transfer of title took place on February 12, 1957 at the gatehouse of the Augusta Arsenal. In the presence of representatives from the Corps of Engineers, Fred Carson of the Office of Education delivered the deed to Roy Rollins. The occasion was historic. The coincidence of Lincoln's birthday was a reminder that once before the same property had been delivered over to a body of Georgians by officials of the Federal Government.¹³

The jubilant Board of Education, on the eve of the transfer date, resolved that because "the acquisition of this property is in effect the creation of a four-year college for the community of Augusta" that those most closely involved should be publicly commended. The honor roll of those so recognized were Hogan Dunaway, Roy Rollins, Eric Hardy, Lester Moody, Senators Walter George and Richard Russell and State Representative Carl Sanders.¹⁴

The champions of the new college experienced another anxious moment before they could celebrate. Pat Rice, Jr., Vice-President of the *Augusta Chronicle* and President of the newly licensed WRDW-TV, told Lester Moody that the newspapers were against the relocation of the Junior College and would conduct a campaign to block it. William Morris, Sr., had been informed by some unnamed "insider" that the operation of a separate college would necessitate a ten mill tax levy. Moody hurried to huddle with Morris and assuage his fears. The tax increase would be one mill not ten. A tired Moody later called Rollins, "I think I've got that stopped."¹⁵

Many citizens were anxious about the cost of the impending move. The managers of the move began a carefully orchestrated drum-beat emphasizing the likelihood of a four-year college. In December, 1956 Roy Rollins told the uptown Kiwanians not to expect outside help in establishing a college, Augusta should build on what it had. "I might be wrong but I think a four year college can come as a natural development."¹⁶ Carl Sanders, now State Senator, was quoted by the *Chronicle-Herald* in March, 1957 as saying, "We are going to have a four-year college in Augusta as a matter of time."¹⁷ In March, the Chamber of Commerce, inspired by Lester Moody, appointed a "Committee for Higher Education in Augusta" headed by banker Charles S. Daley. The newspapers referred to the Committee as the "Four-Year College Committee." The Committee's job was to keep the drum-beat going for public support of the transfer.¹⁸

One of the most experienced drummers was Dr. Eric Hardy, himself. It was announced in March that Hardy would emerge from his pseudo-retirement to head the college for one year. Hardy immediately resurrected his vision of the forties and announced that there would be dormitories for men and women on the campus in the not too distant future. "And there is much talk," he said, "about a four year college."¹⁹ The vision incorporated, of course, the kind of vocational training which Hardy had helped bring to the Academy campus. The reason he had insisted on including the four warehouses in the original application was to guarantee the transfer of a vocational unit. At Hardy's request, Attorney Roy V. Harris went to Atlanta to meet with the Director of Vocational Education in the Department of Education about establishing a technical training unit on the arsenal campus.²⁰ Finally, Hardy still entertained his singular notion that there was somewhere a wealthy person who would build buildings for his dream college. He urged Augustans to replace the awkward frame structures inherited from the Army by permanent academic facilities.²¹

It is clear from Hardy's correspondence that he did not know which agency would get the new college. He preferred that the Board of Education continue its control, but he inquired about teachers retirement benefits if the school should be shunted to control by the State, the City of Augusta, denominational, or private authority. The options were wide open.²²

There were other complications which diluted the post-transfer joy with anxiety. For some reason the personnel building, later known as the Chateau, had been reserved for use by the Air Force Reserve and was not included in the deed of grant. Nor was the cafeteria included. Then too, the parking area in the land granted had been estimated by the government as enough for six hundred cars. Barely two hundred could be squeezed in. Therefore, the high powered lobby had to be reactivated somewhat sooner than expected. On March 14, 1957 the Board of Education instructed Roy Rollins to make application for the parking area between the college land and the Army Reserve plot. By April 5 the bulky document was assembled. It explained that enrollment was up from 180 to 226 in the Junior College and from 400 to 674 in the Extension School. In September 300 junior college students and 800 senior students were expected. A letter from James W. Clark, Director of the Extension School was enclosed expressing concern about the lack of parking space. Another letter was included from J. C. Wilkerson, Chief of the Augusta Fire Department, to the effect that he had been conducted through the Arsenal by Dr. Eric Hardy and had decided that the campus streets were too narrow to permit parking. A similar statement by the City Traffic Engineer was appended. There was a lengthy argument for two frame buildings adjacent to the parking space, the mess hall and a small warehouse, to be used for additional classrooms and student center.²³

Rollins sent off a letter to Congressman Brown and then went to Washington to meet with Chester Lund of the Office of Education.²⁴ Upon his return to Augusta, Rollins asked Eric Hardy to furnish Brown with more ammunition to forward to the Office of Education. Hardy's letter spelled out in doomsday language what would happen if the parking lot and facilities were not made available.²⁵ Brown dutifully dispatched the letter to the Office of Education. There was the usual prompt response which Congressmen elicit from civil servants. The Office of Education sent two of its agents to Augusta to learn about the problem first hand. As a result of the Augusta meeting on May 15, the Board had to draw up a plot of the land near the warehouses to demonstrate its inadequacy for parking. A more serious obstacle which developed during the May 15 meeting was that the land in question would have to be purchased at a fair market value! Roy Rollins and Eric Hardy were astonished at this revelation and replied that the Board simply could not afford such a purchase. Chester Lund of the Office of Education was distressed to have to inform Congressman Brown that if the Augusta people would not pay, the General Services Administration would not negotiate. The only concession that G.S.A. was prepared to make was to give the county the two frame buildings, if they were moved to county land.²⁶

The bad news caused the Chamber of Commerce Committee on a Four Year College to approach the University of Georgia to inquire if the University would not like to transform the Extension School into a four year college.²⁷ More realistic, and more accustomed to the devious paths of bureaucracy, Lester Moody realized that the difficult Mr. Floete would have to be faced down by Senator George once more. Therefore he penned a draft for Senator George's signature, reminding Mr. Floete that he himself had recommended a supplemental application and would he now care to discuss the matter?²⁸ The equally realistic Rollins had the property

in question appraised by two real estate agents. Their average estimate was \$3,250 an acre. An unofficial meeting of the Board of Education was called on June 6, 1957 to decide on a strategy. After anxious discussion the Board authorized Rollins and Moody to purchase 4.75 acres at \$3,000 if the government would grant the two buildings and the approximately 4.28 acres on which they were located.²⁹

Back to Washington with the new compromise offer went Rollins and Moody. With Paul Brown and without Walter George they again confronted Franklin G. Floete on June 12, 1957. Mr. Floete was not pleased with the Augusta proposal. However, if the county wanted to make a new offer, he would listen. The peripatetic duo hurried back to another Board meeting the very next day. The Board reconsidered its original offer and now was prepared to buy 5.5 acres for \$3,250 if the government would give up the two buildings and 3.5 acres.³⁰

After a month's delay, Floete replied that the offer of \$3,250 was too low. If the Board would pay \$4,500 per acre, he would probably accept, provided the bid was made before August 15.³¹ Rollins and Moody were embarrassed as well as astounded by Floete's new turn of mind, since they had been led to believe that an offer of \$3,250 would be accepted. Rollins confided his intense disappointment to Paul Brown, assuring him that Floete's estimate of the land value was inflated. He and Moody were ready to hop the train to Washington again if Brown beckoned. Brown rose to the occasion, wiring that he had called Floete and had persuaded him to reconsider.³² The Congressman's prompting again caused an emissary to be sent to Augusta, this time to consult with the Board's two appraisers. Brown's office sent a spate of telegrams to Augusta as the Congressman kept pressure on the General Service Administration. The Augusta meeting produced harmony and an agreement that the land was worth \$3,500. The August 15 deadline was extended. The Augusta people accepted the new price, but there was another delay at Floete's end which worried the Augustans and angered the Congressman. "I talked to G.S.A. pretty plainly and let them know in no uncertain terms that I am tired of all these unnecessary delays," Brown wired. Again, he got results, his next dispatch was that Floete had at last capitulated. The county would get 5.65 acres for a total of \$19,500 and two buildings on 3.38 acres without cost.³³ On September 17, 1957 the official notification of approval was mailed to Superintendent Rollins.³⁴ It was about time, school had begun on the new campus two weeks before.

While Roy Rollins and Lester Moody were conducting their high level negotiations, there were equally frantic low level preparations on the academic level. The library had to be transferred to the second floor of the administration building. The E-shaped frame building, which was located behind the Bellevue cottage and has been since torn down, was transformed into a science building. Laboratories for chemistry, biology and physics were set up in the three prongs of the "E" and eight classrooms were housed in the stem. Lee Wallace had the chore of listing the specifications for the laboratory furniture and supervising the installation. The science project became the special pride of Dr. Hardy who hovered over everything.

Meanwhile, Markert was managing the academic affairs quietly and efficiently. He was asked by Hardy to draft a report recommending a schedule of courses and estimating the number of students and faculty. Markert's first strong suggestion

was that the quarter system be adopted. His chief reason appeared to be that students would be able to transfer to senior colleges more easily. The programs that would be transferred would be the liberal arts, the sciences, the one year pre-engineering, the pre-medical and dental, the business administration, the secretarial and the general. New courses would be needed in nursing. Markert advised that a faculty of at least seventeen would be needed.³⁵

A very sensitive question had to be faced. Which faculty members would be chosen to move to the new location? The Board decided that any teacher with a masters degree might apply and decisions would be based on academic needs with preference for seniority. The old guard on the Junior College faculty had seniority in over-flowing measure. Charles Cordle, John Evans Eubanks, Henry Osgood Read, Chester McKinley Sutton, Joseph LeConte Talley had a century and a half experience among them, thirty-one years each. Charles Harold Mitchell had twenty-nine years and Norman Galloway had twenty-seven years seniority. Those with less experience had specialized training; they were young scientists like Lee Wallace in biology, Harry Dolyniuk in chemistry and Walter Rose in biology. Jean Williams (later Mrs. Jean Godin) in secretarial science, Amy McConnell in vocal music, Erna Leon in art, Eugenia Toole in music, Minnie Sackett and Jesse McDaniels in business education were specialists also. Joe Mays Robertson in mathematics was a specialist of sorts with seniority. He had taught on and off since 1942 at the Junior College and since 1928 at the Academy. Lawrence A. Fox was another who combined a length of service and specialization. He had taught mechanical drawing since 1945. Percy Wise, a comparative newcomer who had joined the language department in 1951, was the oldest with the masters degree in the department. Kathleen Sosby, the librarian, was the only member of the faculty recruited from another institution, Murphey Junior High.

There was, of course, an air of anticipation among the faculty at the old college as they waited to hear the names of the chosen eighteen. And there was great disappointment and some bitterness when the selections were announced. Ann Braddy, Grace Strauss and Ruth McAuliffe, for example, were upset at the formula for selection. They thought that their credentials entitled them to a place on the new college faculty, and they believed that their years at Tubman should have been counted in determining seniority. Eric Hardy penned a curt answer for the Board of Education to use in reply. "They (the men chosen) had been teaching in the Junior College for twenty-four years before these ladies were brought in from Tubman. The fact that we gave them a share of college teaching when they came did not establish for them a priority over those who had already been in the Junior College for years."³⁶

Those who were selected to move with the College had a difficult decision to face, the first serious decision since they had joined the faculty in the first place. All had become emotionally bound to the Academy, some had identified with the Academy rather than the College. Markert, for example, was offered the presidency of the new college by Rollins. He could not accept; he was wedded to the Academy. "It gave me everything I am," he said in explanation.³⁷ However, Markert could advise a young teacher like Lee Wallace to make the move, there was a brighter

future at the college level. Charles Cordle felt torn between two loyalties. With the greatest reluctance he decided to follow the College. The most worrisome aspect was the uncertain future of the separate College. Only a few had confidence in the ability of the county to shoulder the financial burden of a two-year college, much less a four-year institution. The Board did what it could to ease their anxiety. It ruled that if another agency should take over the College and fail to extend tenure and retirement benefits, then the teachers who had transferred would be given priority in filling new positions at the Academy.³⁸

One of the most significant events of the summer was the hiring on July 11, 1957 of Gerald Burns Robins, Ed.D., formerly member of the faculty of the University of Georgia School of Education, to become the fifth President of the Junior College of Augusta. Robins was a thirty-four year old Arkansan with a ready smile and a quiet dignity. Lee Wallace, Norman Galloway and John Evans Eubanks were on the faculty screening committee which passed judgment on the candidate. Wallace liked Robins' enthusiasm, Norman Galloway thought him "shrewd." Roy Rollins, who had to make the final recommendation to the Board, was pleased with Robins' conservative philosophy. Gerald Robins would need all the talent he possessed in the tumultuous thirteen years ahead of him.³⁹

CHAPTER SEVEN

Harvard On The Hill



GEORGE P. BUTLER
1925-1930



JAMES L. SKINNER
1930-1937



ERIC W. HARDY
1937-1954



ANTON P. MARKERT
1954-1957



GERALD B. ROBINS
1957-1970



GEORGE A. CHRISTENBERRY
1970-

WHEN J. L. SKINNER succeeded George Butler academic life hardly skipped a heart beat. When Eric Hardy replaced J. L. Skinner few people outside the school noticed. When A. P. Markert took Hardy's office it was a matter of quiet routine. When Gerald Robins became President of the Junior College of Augusta, it was everybody's business. The affairs of the College had become the responsibility of the community. The Chamber of Commerce had a Four-Year College Committee which was casting about for alternatives for the College's future. The Board of Education had never been since 1926 in such intimate control of the College. State Senator Carl Sanders sat on a committee of the Georgia Legislature which pondered the fate of the State's junior colleges. The Extension School of the University of Georgia under Director James Clark had become a larger institution than the Junior College, both in faculty and in students enrolled. Eric Hardy had become so accustomed to the business of drawing up larger than life blueprints for the future that no one expected him to desist simply because he was no longer president. "In every phase of this planning," he wrote Robins in August, 1957, "I have gone about developing key situations from which I hoped to work outward toward the accomplishment of my purposes."¹ Seldom has a new president encountered so many others engaged in his business. The *Augusta Herald* commented ironically, "If Augusta fails to develop a four-year college on the Arsenal campus, it will not be for lack of committees."² By December it had become necessary to appoint a committee to coordinate the other committees involved in planning for the College. One of the reasons why Carl Sanders had been referred to as "Father of the Four Year College" is that he was on four such committees.³

For a brief time it seemed that Robins might be without a campus. The heirs of Freeman Walker, the original landowner, employed attorneys to argue that the Federal Government had no right to give the property away. They pointed to a clause in the deed of November 9, 1826 which provided that the land would "be held for the use, benefit and behoof of the United States of America and not otherwise forever." The words "and not otherwise" they contended, barred the transfer of the land. State Senator Carl Sanders came to the rescue, offering his services to fight the claim. He argued that the phrase in question was customary and was aimed at preventing the President of the United States from using the property for his personal benefit.⁴ To the relief of the new President of the Junior College the heirs decided not to contest the case.

President Robins was caught up in the momentum which had been generated by the successful acquisition of two parcels of land and the purchase of another. Eric Hardy, especially, had the bit in his teeth and would not be satisfied until the College had acquired the building at the Arsenal Avenue entrance and the remaining fifteen acres of land and the twenty-eight buildings thereon. The General Services Administration had agreed to sell that large tract to the City of Augusta for park and recreational purposes. Augusta would have to act without delay, since the crisis-oriented government officials had set October 15, 1957 as the deadline for a decision. After that, the property would be up for auction and chaos.⁵

The City of Augusta was put in an embarrassing official position. It had professed all along a fervent hope that the Junior College would prosper and ex-

pand. However the asking price was \$381,122, an amount which made the city fathers gasp. Mayor Hugh Hamilton did what uncertain executives are wont to do on such occasions. He appointed a committee to study the problem and got a ninety-day extension of the deadline.⁶ J. W. Weltch chaired the mayor's committee of familiar faces, Hogan Dunaway, Charles Daley, Roy Rollins, Carl Sanders, J. W. West and newcomer Gerald B. Robins.

The special committee was no nearer a solution by December when, partly from frustration, another committee was organized. This was to be a steering organization which would co-ordinate the many agencies interested in the College problems. Eric Hardy, Mayor Hugh Hamilton and Senator Carl Sanders addressed the fourteen man group. The mayor wanted to help but balked at the cost. The Senator expected a *deus ex machina* in the form of a legislative intervention and Dr. Hardy displayed that he had not lost his power to conjure up visions. He assumed that the College somehow would obtain the additional acreage and he intended to transfer the vocational operation to the existing buildings. But he was already looking ahead to the new buildings which a future college of a thousand students must have. These "musts" included a classroom building, a physical education building, an auditorium, a library and a cafeteria. Hardy had secured an estimate from the architectural firm of Scroggs and Ewing as far back as the previous March on the cost of the kind of plant he described. To a group which was pained by the thought of paying one-third of a million for new property, Hardy announced that his proposal would cost one and a half million. His suggestion for funding the operation was remarkably consistent with the suggestion carried in a series of his catalogs during the early fifties. "Much of the money," he said, "could be raised through donations from Augustans with large incomes who could give money to the college and save on income tax payments."⁷ Hardy was determined that local control and local funding could get the job done, but his astronomical sums must have enkindled in the hearts of his listeners a fierce desire to unload the burden upon other shoulders. They took heart at the prospects held out by Carl Sanders for state assistance.

As far back as 1955 Armstrong College in Savannah, a municipally controlled institution, had sought membership in the University System of Georgia. The Regents' standing reply was that they had no funds for expansion. The City of Savannah carried its fight then to the State Legislature, which in 1957 established a committee to study the possible need for new junior colleges in the University System. Senator Carl Sanders was on the committee. The committee conducted hearings in Savannah and Augusta and interviewed interested delegates from Albany, Cairo, Marietta and Thomasville. The result of the committee's investigation and recommendation was the Junior College Act of 1958. By this legislation, local governments had the option of securing state aid amounting to \$300 per student or of joining the University System outright. Richmond County, Muscogee County and the City of Savannah made application to join the System. On May 14, 1958 the Board of Regents resolved to enter into negotiations with the three local systems.⁸ Thus, if Savannah was ever indebted to Augusta because of James L. Skinner's advice to separate college and high school, the debt was amply repaid as Augusta piggy-backed into the state system on the initiative of Savannah.

Augusta's first impulse was to accept the subsidy and maintain local control. Thus was the position of Hardy and Robins. Robins told a reporter that the subsidy was "just what we in Richmond County needed."⁹ The Board of Education was so delighted at the unexpected windfall that it considered rescinding the one mill tax by which it supported the College. Senator Sanders was horrified at the thought. He pointed out that the \$300 per student aid could not be used for expansion or maintenance. "Any move to reduce local support of the Junior College is certain to lower its prestige and lessen its prospects of becoming a four year institution."¹⁰

Upon sober reflection the Board decided that the better part of wisdom was to forsake local control and deliver the College over to the State. A major factor in its decision was that the Regents would be in a better position to acquire the remaining fifteen acres from the Federal Government.¹¹ Whether or not the transfer would presage a four year college was a matter of debate. Chris Brady, a columnist for the *Chronicle-Herald*, introduced an original argument. It was well and widely known that Carl Sanders had pledged to work for a four year college. Sanders was being opposed for re-election by Representative Bernard F. Miles. Miles was an ally of Governor Marvin Griffin who was a bitter foe of Sanders. The Miles faction had spear-headed the Junior College Act of 1958. The joker in the deal, thought Brady, was that Griffin would stifle the four year college possibility just to spite Sanders. Whether anyone agreed with Brady's complicated logic or not, it was by no means certain that transfer to the Regents mean four-year status.¹² Indeed when a delegation from the Board of Regents visited the Augusta campus in June, Regent Roscoe Coleman admitted that the four-year idea "did not come within the scope of the present plans."¹³

After their tour of the college facilities, the Regents announced the chilling news that they could not possibly assume control unless the county paid them \$457,000 to rehabilitate the existing buildings. The Board's enthusiasm for the transfer waned immediately. Why should the county pay anything? The land was in the heart of the finest residential area in the city, the buildings were readily adaptable. Roy Rollins wrote to Lee Mingledorff of Savannah explaining why the Board "after careful consideration, many conferences and long hours of study," finally decided to meet the demand of the Regents. The county would be relieved of the burden of \$100,000 per year operating costs; the State would subsidize the new buildings which Dr. Hardy had described as "musts;" the Board of Regents was "in the college business," whereas the County Board was not; students seemed to prefer attending a unit of the University System; tuitions would be lower; the college payrolls would spur the economy of the area and there would be greater cultural opportunity for everyone.¹⁴

The local press campaigned for accepting the Regents' offer, pointing out that Savannah and Columbus were being asked for larger sums than Augusta was.¹⁵ The transfer need not mean that Augustans were giving up their dream of a four-year college simply because they were relinquishing control. "We intend to keep reminding those who seek office in the future what we expect."¹⁶ On June 6, 1958 the Board agreed to the Regents' stipulations and on June 12, 1958 the Regents

voted to take the College into the System.¹⁷ Dr. Gerald Robins was appointed President of the institution, which was rechristened Augusta College. It was symbolically fitting that the fledgling College, after moving into a new home and menage, should drop the "Junior" from its name. The Augusta community, like a proud parent, was enormously pleased. The offspring had come of age, had taken on a new partner and what it did henceforth was its own business. Except that the community was as interested and as jealous as any in-law in the College's house-keeping chores. Roy Rollins was one of the foster fathers of the College who expressed the common view, "I knew at the time that it would be one of the best things that happened to Augusta." He hesitated as the memory of some instances of friction between certain college professors and himself flashed through his mind and finished, "and it has." Some of Rollins' decisions during the first year of the transplanted College were crucial to its future direction and shape. The two most important, Rollins felt, were one, no dormitories and two, no football. He was also influential in killing the vocational education concept on the college level and putting it into the high schools. In both the dormitory and vocational school policies, Rollins was at variance with the well-known aspirations of Eric Hardy.¹⁸

Hardy himself was another of the foster fathers. He had been listed in the 1957 catalog as "President Emeritus, Consultant." In theory he was to assist President Robins as a dean would, therefore no dean was appointed during the first year. In fact, Hardy comported himself as a president might and Robins echoed the older man's views. For example, in one of Robins' first public statements he told the Uptown Kiwanians that the College should remain under local control and local financing, "When you have to call on outside financial aid, you must be prepared to give up controls."¹⁹ Again, we hear the special daemon of Hardy in the words of Robins to the Rotarians when he urged the Rotarians and everybody else to give substantial gifts to the College.²⁰ Now as the second year of operation began Robins could be his own man. Hardy would not squire him about to one of half a dozen committee meetings. Rollins would not require his presence at the regular monthly meeting of elementary and high school principals. The Board's finance committee would no longer scrutinize his every expenditure.

As Robins increased, Hardy would decrease. Hardy resumed his interrupted retirement with the plaudits of the community ringing in his ears. The Exchange Club of Augusta presented him with its coveted "Book of Golden Deeds" Award. The peculiar nemesis which haunted Hardy's long career caused his most ambitious projects to remain unrealized. His carefully fabricated community college would put on a new image, deck itself out in academic robes and refer to itself as "Harvard on the Hill." Nevertheless, Augusta College was indebted to Eric Hardy, not so much for the detailed planning he did during the crowded year of 1957, but because he dreamed grandly. At the outset of the new College's career, he set high goals and awakened great expectations. As a direct result, the people of Augusta were so awed by the responsibility of running the College that they hastened to hand it over to the state. More important, a basic confidence had been established in the College which various peccadillos by college people would not destroy. And so in ever greater numbers the parents of Augusta sent their children to Augusta College to imbibe whatever wisdom might be found there.

The fusion of the College into the University System was part of a pervasive amalgamation. In a physical sense the scattered parts of the Arsenal property were drawn together. The General Services Administration smiled upon the new arrangement to the extent of presenting the Regents with the fifteen and a fraction acres of land, including the six huge warehouses which would become the principal academic units. The transaction was dated March 17, 1959. One warehouse nearest Arsenal Avenue was reserved for county use at the time of the transfer to Regents' control. However, the arrangement led to a number of headaches, chiefly technical (such as who would pay the insurance) and after two years the county rescinded the lease. The Air Force Reserve continued for several years its curious foothold on the campus by maintaining the building at the Arsenal Avenue gate for Sunday meetings.²¹ Robins would hand over to his successor, George A. Christenberry, the delicate task of extricating the Army Reserve from its comfortable corner between Walton Way and Katherine Street. And there was another segment that would be always inviolate, the Walker family cemetery plot along Arsenal Avenue. An anomaly which has persisted until the fiftieth anniversary year is the use of building 115, the post engineer and forge shop, for the repair of iron lungs. This unique work has no connection with the Arsenal operation. The Southeastern Respiratory Center affiliated with the Medical College of Georgia took over the building in 1961 and maintains the operations. The National Foundation, better known as the March of Dimes, provides the funds. Since the Salk vaccine has nearly obviated the use of iron lungs, the shop is, in 1975, the only one in the country.²²

The seventeen years which elapsed between the year the Regents assumed control and the anniversary year have been years of continuous construction and rehabilitation as the College has struggled to fit into its own skin. Only in 1975 was the last of the six warehouses acquired in 1959 ready for occupancy.

There was another amalgamation process at work during the spring and summer of 1958. Gerald Robins pulled together the academic structure in which he would live and operate. The keystone of his blueprint was James W. Clark, named as Robin's first Dean. Clark was a quietly competent academic professional, who had been involved in extension work since 1950. He managed the Waycross Center for the University of Georgia from 1950 to 1953 when he was assigned the job of opening a new center at Fort Gordon. In 1955, he transferred to an office in Richmond Academy which became the Augusta Center for the University of Georgia. Clark brought to the young College an experience in college administration which was in short supply in Augusta. Even if his career had been spent in the relatively isolated, free-wheeling extension division, he knew the language of his organizational superiors and could communicate with them in the forms to which they were accustomed.

Morris Philip Wolf took Clark's vacated post at the Extension School until the end of the academic year when the powers that be ordered another amalgamation and the College absorbed the Center, staff and all. Morris Wolf became Assistant Dean and Director of Extended Services, Spyros Dalis, Registrar for the Center, joined the Social Sciences Division, Dudley Jervey, Wolf's assistant during 1958-1959, became Comptroller when Fred P. Sims died after only four months

in office. The Center's secretaries, Mrs. Alice Bowen, Mrs. Mary Dickson and Mrs. Janie Martin found a home at Augusta College. Deans have come and gone but Mrs. Bowen has remained, imparting to that office not only continuity but the warmth of a pleasing personality. What Alice Bowen has done for the office of the Academic Dean, Mary Dickson has for the office of Dean of Students.

Lee Wallace was tapped by Robins to be the College's first Registrar. Until the year of this writing, he has been the College's only Registrar, although he has worn several other administrative hats from time to time. If the duties and responsibilities of the Registrar at Augusta College are somewhat more all-encompassing than at other institutions, the answer lies in the stability of the office and the capability of the officer. Wallace's first chore was to adapt the schedule to a quarter system, another of the 1958 innovations. After a year, Robins thought it well to appoint a Dean of Students and gave the job to one of the old guard, Norman Galloway. Quarters on the campus went with the position, but this proximity proved to be a mixed blessing. It fell to the new Dean to chaperone the social activities on campus and to enforce the standing prohibition against drinking. Galloway loved the students but did not care much for the job of policing the campus.

Five new teachers were added in 1958, one failed to last the year, but two of them were singled out in the President's annual report as outstanding. The two, Mrs. Geraldine Hargrove in Education and Keith Cowling in Art, are with the College still in 1975. The faculty, too, was engaged in the amalgamation process. In 1957 a Faculty Council was elected; its members included Charles Cordle, Lee Wallace, Joe Robertson, Norman Galloway and Henry Read. The body was more honorary than functional. In 1958, the scattered disciplines were drawn together into divisions rather than departments. Charles Cordle headed the Social Science Division, Jesse McDaniels the Business Administration Division, Henry Read the Humanities Division and Joe Robertson the Science Division.

Because the University System requires detailed reports, it is possible to trace such facets of college life as the number of hours taught by each faculty member (14.3), the average salary by rank (from \$3,925 for instructors to \$5,357 for professors), the average enrollment (415.33), the total volumes in the library (6,815), the total number of books issued to students (3,260), the total number of books issued to faculty (not recorded in 1958, but a fierce campaign ensued to beef up the number before the next report was due).

Dean Clark was of the opinion that the new methods of screening incoming students was the most significant feature of his first year. A high school average of 75 became a new criterion for admission. Placement tests were administered as well as College Entrance Board Examinations. President Robins thought all this led to "a more serious approach to learning on the part of the students."²³ The selection of students nourished the new image that Robins preferred, that of a "Harvard on the Hill." The very first issue of the school newspaper, called the *Bell-Ringer* at the suggestion of Norman Galloway, set the example by referring to the college as "a place where the youth of our community may secure the finest education in the most desirable environment they will find anywhere in America."²⁴

Other traditions were established in the first year on the new campus. The name of the student publication, *Bell-Ringer*, had reference to a bell from the Georgia Railroad's last steam locomotive, donated as an antique curiosity by the Georgia Railroad Bank. John Evans Eubanks thought the bell would be just the thing to mark the change of classes. Eubanks and LeConte Talley rigged up a mechanism to ring the bell and Dr. Hardy persuaded Sherman Drawdy of the Georgia Railroad Bank to build a suitable tower in which to hang it.²⁵ Other landmarks at the start of a new era were the brass cannons which were mounted in front of the administration building on Veterans Day, November 11, 1957. The cannons were cast from churchbells at the Arsenal for the use of the Confederacy. Since the closing of the Arsenal the cannons had been stored at Fort Gordon.²⁶ The annual was dubbed "White Columns" by its moderator, Keith Cowling. For the first several years the preparations for the yearbook was the most time-consuming campus activity, to judge from the number of meetings and announcements in the daily bulletins.

From 1957 also, the name "Jaguars" was revived and bestowed on the basketball team which starred David Lee "Butch" Myrick and Philip "Bo" Weigle. Under the supervision, if not the actual coaching, of Mr. Harry Dolyniuk, the squad took on such giants as Dearing High School, Harlem, Hephzibah and Sardis. From the beginning, too, there was an almost incessant round of contests and elections: Miss Bell-Ringer, Miss Christmas Belle, The King of Hearts, Mr. and Miss Augusta College, and others. From the first year "Kids Day" was a popular event. Everyone was expected to dress appropriately, with prizes for those who were judged most successful.

The first graduation was held outside. Elizabeth Baab, Class of '58, remembers the day as "particularly meaningful and impressive. The forty-eight of us proceeded past the Administration building to the front lawn to be graduated. The graduates followed the faculty members, who were capped, gowned and hooded. Eugenia Toole played the organ. The evening before the actual graduation, the Class of '58 had a banquet and a dance. Carl Sanders was the keynote speaker at the banquet. Having graduated both before and since my graduation from the college, I can honestly say graduation time at J.C.A. was the most beautiful and memorable."²⁷

Other alumni echo the pleasant recollections of Miss Baab. Most of them remember the teachers with gratitude. Nancy Andrews, now Mrs. William K. Warren, Class of '62, phrased it aptly. "There was no greater resource at any college I've attended than we had at A.C. in 1961 and 1962, because the instructors and teachers were really interested in our learning experience! No library nor computer system, nor gleaming lab can widen the mind of a student like the concern and interest of a kind teacher."²⁸

George T. Copeland, Class of '60, injects a note of realism. "I was attending night or evening classes at the time. The one thing that I remember most was that the lighting on the campus was so bad until the students were continuously falling into gullies and holes on the campus and it seemed to rain every night. I also remember we were having classes in wooden buildings towards the back of the campus and the heating was not too good. I remember taking a math exam with

gloves on. Nobody seemed to mind the inconveniences though because for the first time it seemed that we really had a college and not just another grade at the Academy.”²⁹

One index to the student mood on the new campus is provided by the articles in the *Bell-Ringer*, the student publication. During the first year, five issues were printed on glossy letter-sized pages; Henry Read was the moderator and the Citizens and Southern Bank paid the bills. There was a pervasive sense of breaking new ground, of making history. The example was set by the President who had a column of his own and continually exhorted his charges to set high standards. He was echoed by a student journalist, “We, the classes of ’58 and ’59 have set the stage. We hope that in the years to come the future Jags will find that the foundations we have laid are firm and secure, and that they will have the courage and foresight to keep J.C.A. on a progressive road.”³⁰

During the second year the *Bell-Ringer* graduated from a brochure to a tabloid with as clean-cut a professional format as it would ever have. Carolyn Faglie and Ted deTreville were the editors, faculty advisors were Monique Boyce and Joanne Davis. The sense of destiny weighed heavily still, “Our actions, good or bad, might influence future generations. We have the opportunity to establish some worthwhile traditions of our own and to set a precedent for students to follow in the future.”³¹ Curiously, the sense of history extended only into the future, not into the past. There was a disposition to ignore the years of Eric Hardy, James Skinner, George Butler and all the others in the enthusiasm of a new name, “Of course,” the first 1958 editorial observed, “Augusta College doesn’t have a past. It will be up to the students this year, and in the next few years, to build the traditions of the College.”³²

There was the refreshing ingenuous quality of Sunday School lectures in most of the editorials. Some excerpts illustrate the point. “What are we the Augusta College students doing to maintain our school’s reputation?” “Although there is a lot of school spirit among Augusta College students, there could still be more.” “Let us all remember that there are only a little less than two months of school left, and it is important that we put our all into our work now, regardless of the frequent attacks of ‘spring fever.’” Most of us know just where we are going in life. We have a dream, an ambition, which we are determined to fulfill—We have a world to take charge of and to make ours.”³³ In retrospect, there was a naiveté of student expression in the late fifties which seemed appropriate to the crew-cuts of the boys and the knee-length skirts and bobby-socks of the girls. The attitude is epitomized by Editor Jack Padgett’s greeting in the October 23, 1959 issue, “How do you like it here at ‘Harvard on the Hill’? It really is the greatest.”³⁴

CHAPTER EIGHT

Discord On The Hill

DEAN JAMES CLARK issued a Daily Bulletin for both faculty and students. In theory, the faculty read the announcements to their classes. Most of the announcements were routine, ("Dean's Office selling beautiful Christmas wrapping paper"), many of them were happy ("On March 12 classes will be dismissed for a holiday barbecue in recognition of the College Basketball Team"), and even when they were meant to be stern it is hard from the vantage point of 1975 to take them as seriously as they were meant, ("Two or three boys have worn bermuda shorts to classes. This practice cannot continue and it would be wise if you would take time to privately speak to these individuals and ask them not to violate this policy in your class rooms.")

It was inevitable that real problems would intrude upon the even tenor of college life. The first ripples were caused by the efforts of Governor Ernest Vandiver and the Georgia Legislature to formulate a ruse to keep black students out of college. In January, 1959, the Legislature set a maximum age limit of twenty-one for admission to undergraduate school. College officials considered the move bizarre and unnecessary.¹ Armstrong College in Savannah expected a 90% drop in summer enrollment. President Robins thought that Augusta's enrollment would drop, but not until the fall term and then only by 20%.² Hardest hit was the extension program conducted at the College, twenty-two courses had to be cut from the spring offerings. The Sunday *Chronicle-Herald* approved the intention, but not the results of the law. "Theoretically this law was enacted with the laudable idea that it would help in maintaining segregation in the state's educational institutions. In actual practice, however, it is setting up impassable barriers for white students seeking to extend their education."³

In April the Regents decided to allow local registrars wide flexibility in applying the rule. The new regulations required higher academic ability and permitted colleges to reject applications when enrollment reached capacity.⁴ The fear of integration had driven the Regents to a restricted admission policy from which the pendulum would swing to the "open door" admission policy of the early 1970's. The 1959 Act was so unpopular in its application that the State Legislature voted unanimously to rescind it in 1961.⁵ The integration question, dormant before the legislation, now confronted Augusta College's embarrassed officials. Four black students applied for admission for the Fall Quarter, 1962. Evelyn Wright and her sister Dorothy wanted to attend Augusta College instead of Paine because it was cheaper. Dorothy Louise Maben wanted to attend A.C. because she wanted to take courses she could not get at Paine. Her father was quoted as saying that if her application was turned down, that would be the end of it, "I do not want to force her in."⁶

President Robins was miffed that the episode was made public. He had asked direction from the State Attorney-General's office when the four girls applied and the news had leaked out of Atlanta. His policy in this case and in the future was one of official silence, a policy which, however admirable, did nothing to communicate his position and philosophy. Finally, two of the girls were told that their applications were rejected and two were informed that their applications were incomplete and no decision could be made.⁷

A more ominous cloud which gathered over Gerald Robins' happy College began to form when the State Attorney-General ruled that state funds could not be used for capital improvements at the College. The twenty-year restriction in the original deed of transfer which bound the College to use the property for educational purposes now became a major obstacle to the College in its attempt to use the property for educational purposes. The legalism did not make sense, but there it was. The \$457,000 payment which the Board of Education had turned over to the State was the only source of funds to rehabilitate the five large brick warehouses. Work was begun on the library building and student center-classroom building in 1959, but it was evident that much more money would be needed to finish the job. It was a rude jolt to Robins to discover that no funds were available; Augusta College was part of the University System in name but not in fact.⁸

"This lack of support from the State is quite disturbing to the students and faculty of Augusta College," complained Dean Clark in his end-of-year report in 1961. He was anxious about maintaining standards for accreditation. The library on the upper floor of the administration building was laughably small. The buildings used for classrooms would not meet Southern Association standards. "We use these classrooms night and day during the summer months when the weather is desperately hot and the circulation of air does not exist . . . We literally had students vomit and faint, as well as ill faculty members . . . The State has not, as of the present academic year, spent any money for capital improvements at this college."⁹

Things got worse before they got better. During the hot summer of 1961 Governor Vandiver decided not to use any of the special funds to remodel the warehouses into an auditorium and gymnasium. President Robins uttered a rare public complaint, "During four years assemblies have been held out under the trees. For four years we've had to pray it doesn't rain and it gets pretty cold in the winter." Enrollment would top the thousand mark in September and the old bogey which had haunted the College during the Academy years rose again. The Southern Association, Robins feared, would withdraw accreditation.¹⁰ The *Augusta Herald* editorially bade farewell to the will of the wisp four year College.¹¹

The moment had come for Robins to apply the lessons he had learned as a novice under Eric Hardy. He recruited as influential a group of citizens as he could and went to call on the Governor. The supporting cast included Senator Carl Sanders, State Representative J. B. Fuqua, *Chronicle* Editor Louis C. Harris, Mayor Millard A. Beckum and Louis A. Gulley, President of the Chamber of Commerce.¹² Robins explained to his faculty that the trip was being made to persuade the Governor to relinquish \$290,000 in actual funds. They would explain to him the necessity of using the property according to agreement with the Federal Government under penalty of losing it.¹³ Under pressure from the fifteen-man lobby, Governor Ernest Vandiver showed uncommon stamina. He refused flatly to release any funds at all. Carl Sanders attempted to put the best face on it by explaining that there was a chance of receiving some of the Governor's contingency fund if the economic picture improved by the end of the year.¹⁴

In view of the dearth of funds in the pockets of the Regents, the Augusta

College people were astounded to learn that the Board had come up with a quick million dollars for a new coliseum for the University of Georgia in Athens. It seemed a back of the hand slap to the struggling young institution.¹⁵ "It is the middle of November and still no funds, no gymnasium and no auditorium," the *Bell-Ringer* moaned. "It is a shame for the institution to be closed, if it comes to that—Education is for teachers and Boards of Education and Regents—not for economy minded politicians who are on their way out of office."¹⁶

The articles in the *Bell-Ringer* had lost the Pollyanna tone of the first years. The change was first discernible in Henry Holmes' editorial on May 25. "There is one day which Augusta College can do without. That day is Kids Day. The reason is simple enough. Kids Day is nothing more than a bunch of nonsense and foolishness of which this campus has enough to begin with."¹⁷ Furthermore, Holmes was discouraged by the lack of student support of the newspaper and recommended that it be discontinued for a year. Moderator Keith Cowling added a note endorsing Holmes' proposal. Their suggestion was not taken seriously, but the new note of self-criticism characterized the 1961-1962 *Bell-Ringer*. The newspaper polled student opinion on the question, "What is wrong with Augusta College?" The response which caused the longest argument was written anonymously, "I think all the students act like they're in high school and the administration thinks they are, so we have a glorified high school." The debate about whether the school was or was not a glorified high school went on for at least two years, fueled mostly by the *Bell-Ringer's* efforts to disprove the charge. Other criticisms began to surface, some of them have been chronic from that time to this writing. "We do not think the powers that be are reading our gripes. The holes are still in the parking lot and the "no study" sign is still in the library girls room." "The Book Store makes too much profit." "Registration is too complicated." "It is deplorable that our library is not operated on a service basis." The *Bell-Ringer*, on the side of the angels, did its best. "Many students in this poll think that the administration is disorganized," the newspaper stated, "but the *Bell-Ringer* does not believe that the administration is disorganized."¹⁸

Circumstances would soon cause the *Bell-Ringer* to change its mind. When it became evident to Dean Clark during the summer of 1961 that faculty salaries would continue to be depressed (at \$5,400 the Augusta College median was twenty-five percent below the national median) he cast around for a means of supplementing his own income and that of several other faculty members. From long experience in extension schools, Clark was aware that any non-contractual teaching brought extra pay. All the Augusta College teachers who taught senior courses for the University of Georgia received a stipend. Any teacher who taught an extended service course administered by Morris Philip Wolf's office at Augusta College received a supplement. Such thinking led to the formation of an educational consulting firm by Clark and Wolf. At an early stage of the planning Clark mentioned what he had in mind to President Robins, and followed it up with a written memo, but thought so little of the matter that he did not ask for formal permission in return. The new firm, Certified Educational Associates, Inc., was to be a clearing house or a placement service for any faculty member who wished to engage in

counseling, tutoring, advising, promotion of cultural activities or anything of the sort.

On January 16, 1962 the *Augusta Herald* carried an article announcing that the Certified Educational Associates would offer a speed reading course at the old Medical College Building on Telfair Street beginning on January 29. Pictured were the three instructors, Mrs. Geraldine Hargrove, reading specialist at Augusta College, Joyce McCullough, Augusta College secretary, and Mrs. Winifred Clark, the Dean's wife. Clark and Wolf were identified as Trustees of the consulting agency. The publicity was too candid to have any of the clandestine about it.¹⁹

Before actually engaging in the new business, Mrs. Hargrove decided to check with the President about it. To her surprise and dismay he was deeply indignant. Later, Robins called his staff together, Lee Wallace, Norman Galloway, and Dudley Jervey and told them of his intentions. They remonstrated, but his mind was made up, Clark and Wolf would have to leave immediately. The two had set up a corporation in competition with the college, an act of disloyalty. Notwithstanding the close association of the Clarks and Robins, notwithstanding the informality of those early days, notwithstanding the fact that both Clark and Wolf were tenured full professors, they must go. The drastic nature of the punishment was a surprise to the staff, since there had been no inkling of any rift between the President and the Dean. If it was a surprise to the staff, it was outright shock to Clark and Wolf, who were suspended as of January 18, and to Joyce McCullough who was fired immediately.

The news of the suspension of Dean Clark and Chairman of the English Department Wolf created a furore across the campus and out into the community. The *Herald* broke the story on January 25. Robins said as little as possible, but he did say that a Regents' regulation prohibited college personnel from engaging in outside activities which would interfere with their academic work. Asked about faculty members who carried on private art or music instruction, Robins said that they had received approval for such teaching. Did Dr. Wolf and Dean Clark request approval? "No comment," said Robins, "I am not at liberty to discuss that aspect of the case."²⁰

The *Chronicle* picked up the story the next morning, pointing out that since both of the suspended men were tenured full professors, they were entitled to a hearing before the Board of Regents. Dr. Robins declined to comment on whether or not he would ask the Regents to consider the case.²¹

Whether or not the two professors would get a hearing at the February 14 Regents' meeting was a matter of newspaper speculation during the next two weeks. President Robins' position was that the whole affair was none of the newspapers' business. Chancellor Harmon Caldwell was quoted as saying that the suspension had not been placed on the agenda. Clark and Wolf maintained silence, saying that they had been forbidden to speak to the press.²² Wolf announced that he would ask President Robins to release him from the imposed silence; he had been exposed to rumors that were "as preposterous as they are destructive." He explained that "if a full explanation is provided by both sides, the whole matter can be cleared up, and I'm sure my record of nine years of loyal service to the University System will remain unbesmirched."²³ Joyce McCullough was under no pledge of silence

since she had been dismissed summarily. She spoke freely to the press, explaining that she had held other part-time jobs while employed as a college secretary and did not know why she had been discharged for this new part-time position. She mentioned that other college personnel were engaged in outside activities, "one conducts a business on the campus which has no connection with the business of the college."²⁴

Wolf announced that he and Clark had mailed petitions for a hearing by the Board of Regents. Clark refused to make a public statement. Since the two men had every right to a hearing, doubly so because they held tenure, their petition was granted and a hearing was arranged for March 13 in Atlanta. And here it was that two of the discordant themes which are the subject of this chapter converged. President Robins was pressing the Regents to negotiate a release of funds for new construction. A formal hearing attended by the inevitable publicity would jeopardize any resolution of the funding problem. An emergency meeting was summoned for March 2 in the office of Regent Roy V. Harris. Augusta's other Regent Roscoe Coleman was present as were Robins, Clark and Wolf. According to Clark, Harris tried to dissuade the two from going through with the planned hearing. "You can't win," he said. "I told them [the Regents] to get rid of those other two deans." Dean James Gates and Dean John Dodson had left the University of Georgia after the celebrated admission of the first black students in 1961. According to Clark, Harris announced his intention of "getting" President O. C. Aderhold of the University of Georgia for his "red carpet" treatment of the two black students.²⁵ As a result of the meeting Clark and Wolf dropped their request for a hearing. Robins offered to reinstate the two for the remainder of the year and then support their bid for a leave of absence with half pay. On their part Clark and Wolf were not to foment unwelcome publicity. To insure compliance, each filed a letter of resignation with the President.²⁶

On the evening of March 7, the day on which Clark's resignation was written, the Augusta *Herald* announced that the two men had been reinstated. "Any differences which have existed have been worked out locally to the satisfaction of all parties concerned," said President Robins, "so I consider the matter closed."²⁷ The matter was anything but closed. Robins was to carry out his part of the bargain by presenting the request for a leave of absence at the April meeting of the Board of Regents. Chancellor Caldwell replied that the Regents felt that they could not grant a leave to a person who had filed a resignation. Clark complained to Robins that he was being victimized. The letter of resignation which was to guarantee his silence had been used to deny his leave. "I am now rescinding my letter of resignation written March 7 and dated March 31, 1962 and respectfully request that you present to the next Board meeting my leave request with the statement that I will gladly return to Augusta College or another institution of the University System of Georgia."²⁸

Anyone who had attempted to follow the chain of events must have been baffled by a news story of May 22 to the effect that contracts for Clark and Wolf had not been renewed.²⁹ Wolf revealed that he had accepted a position at the University of Houston. James Clark, on the other hand, decided to fight for his leave of absence. Although he realized that he would not return to Augusta, Clark hoped

to remain in the University System. He finally got the hearing before a committee of the Regents at their June meeting. Although Roy Harris was not on the committee, he sat in, and according to Clark, "ran the show." "By the time I got down to Item Five on my outline," said Clark, "I could tell there was no use going on—they had already been briefed by him." Howard Callaway, later Secretary of the Army, was chairman of the hearing committee. "What he [Clark] did was not above board," said Callaway. By August, Clark still had not received official word as to the outcome of the hearing and for the first time gave his story to the press, describing his ouster as "a trap." Roy Harris explained that Clark "was disgruntled." Chancellor Harmon Caldwell, when contacted by reporters said, "I suppose I should send him official notice." Caldwell felt very badly about the whole incident, "I wish some college president would step forward and hire Clark—I've been very distressed over the situation."³⁰

By a curious coincidence, on the same day Clark was losing his case before a committee of the Regents, across the hall and a few steps away, Gerald Robins won his case before the budget committee. The committee voted to allocate \$150,000 to Augusta College for a new gymnasium.³¹ Unfortunately, the authorization of the Governor was needed before the funds could be released, and Governor Vandiver had no more intention of releasing any money than he had the year before. At least he was consistent.

One of James Clark's duties during his spring reinstatement was to draw up an annual report to the Regents, another was the difficult task of filing a report to the Southern Association. In view of his own very tenuous situation, it is not surprising that his reports were tinged with pessimism. Evening classes were off by 50%, salaries were 25% lower than the national median, too many students were being carried along on probation, those faculty members "who do not particularly care about making a positive contribution" should not be promoted or receive a raise in salary, "even though this has been done in the past." Clark attempted some parting advice. The faculty should be encouraged to organize itself. There should be an elected council empowered to call faculty meetings and fix the agenda. In a veiled reference to his own fate, he urged that academic freedom and tenure be guaranteed by an appeal procedure; "there should be no fear on the part of the faculty regarding reprisal for either officio or ex-officio activities."³²

The Clark-Wolf episode was a passing shadow in the history of Augusta College. It was much more, of course, to James Clark and Philip Wolf. And it was to mean more to Gerald Robins than he realized at the time. He had made a unilateral decision and had discovered that although such decisions by chief executives are admired in the abstract, they are not much resorted to in practice. The administrative staff was informed about the President's decision, the faculty was disregarded, the students were simply advised to be patient and everything would be all right. The effect of the decision was that the administration and faculty were uneasy about their own futures. The college self-study a year later revealed that questions relating to tenure and dismissal were one of the greatest concerns of faculty members.³³ There was a more serious problem. When by a unilateral decision a college president makes waves which rock the organizational super-structure, he will be fully and effectively supported from the top—once.

CHAPTER NINE

Changing Of The Guard

AFTER TWO discouraging years the 1962 term began under a happier set of circumstances. In the first place Preston Rockholt accepted President Robins' request to serve as Dean. Rockholt who held a Doctorate in Music from Northwestern had come to Augusta College in 1959 and was named Chairman of the Fine Arts Department in 1962. Music was his first love and he entered the administration reluctantly and with the understanding that it was an interim appointment. Rockholt was an ideal choice at the time. Open, cheerful, competent, urbane, he was able to bind up the links between the administration and the faculty which had been weakened during the Clark affair. He was capable of a vast amount of varied kinds of work, from organizing a college self-study to producing the "Messiah," and to a greater degree than at any time since 1926, he was able to involve the faculty in the business of running the College.

The second happy event was the election of Augusta College's patron in politics to the gubernatorial chair. Carl Sanders had made no secret of the fact that if he were elected Augusta would get its four year college. After his overwhelming primary win over Marvin Griffin, and before Sanders' victory in the general election in November, good things began to happen. In September, 1962, outgoing Governor Vandiver finally released the precious \$150,000 for the gymnasium building. A fourth warehouse would be converted for that purpose, the first three opened in 1960 and housed a student center, the library, and science labs respectively. Construction on the long awaited project began in April of that school year. By an appropriate coincidence the man whose academic career for the next decade and more would be identified with the gym, Marvin Vanover, joined Augusta College in April.

The election of Carl Sanders seemed the right moment to file a request with the Board of Regents for four year college status. Accordingly, on November 8, 1962 Augusta College made its bid. At the same time Armstrong, the coastal twin, decided that what Sanders could do for Augusta he could do for Savannah. As Augusta had followed Savannah into the University System in 1958, so Savannah would follow Augusta into senior college status. The arguments used by Augusta College in its application included the soaring population brought on by the post Clark Hill boom, the need to support the Medical College by a strong liberal arts program, the economy of converting existing buildings rather than constructing new ones, thirty-five years of experience as an accredited college, and (here ended another of Eric Hardy's visions) no dormitories would be required.¹

Under the interested eye of the new governor, things went swimmingly. In February two unexpected windfalls caused the college community to believe in miracles. The Regents allotted \$15,000 for library development, and the Federal Office of Education conferred a grant to supplement the gymnasium appropriation.² Sources close to the Governor leaked word that a major announcement was in the offing. The Regents had decided to give Augusta a go-ahead on its senior college bid, but was stymied by a lack of funds.³ Governor Sanders authorized the use of the State's surplus funds and on May 7, 1963 the Board of Regents announced to a jubilant Augusta that the ancient dream of a four year college was at last realized.⁴ The *Chronicle* rhapsodized editorially about the good news. "In handing

out the plaudits," it reminded its readers, "Augustans can turn first to Governor Carl Sanders. He was among the first to see the potential and the need for a four year college in this city, and his efforts as state senator played a major role in the acquisition of the old Arsenal property and admittance of the College into the University System a few years ago." The editorial recognized the efforts of Regents members Roy Harris and Roscoe Coleman and thanked them on behalf of the community.⁵

The actual instructions released by the Regents to Augusta College was a sobering document. Before a third year could be added the College had to accomplish the following: upgrade the faculty with at least 35% holding a doctorate, expand the curriculum, build an adequate number of classrooms and laboratories, enlarge the library, reorient the faculty to "points of view, functions and procedures of senior college institutions," and finally (and most difficult) to meet Southern Association Standards at the earliest date of eligibility.⁶

President Robins minimized the difficulties. The Regents' timetable called for a third year in 1965 and 35% of the faculty with doctorates by then. Robins thought that he would add a third year in 1964 and have at least 50% Ph.D. holders.⁷ Events could not be hurried as fast as Robins might wish. It took time to reconstruct the faculty and it took time to draw up specifications for new construction and let bids. Plans included a second floor in the library, classrooms converted into laboratories, the conversion of a fifth warehouse into a classroom building, a new physical education facility, a baseball diamond, four tennis courts, landscaping and beautification. In May, 1964 the Regents approved the detailed plans. By June another snag developed when the lowest bidder was a quarter of a million dollars too high. In July reliable Governor Sanders had managed to locate an additional quarter of a million and the work could begin.⁸

Transforming the buildings involved technological problems, the problem of converting the faculty to "senior college points of view, functions and procedures" was more subtle. Everyone supposed that it meant that faculty members would have to go off and procure a Ph.D., a task more easily said than done, that new courses would be added, that a faculty government should be organized, that the easy informality which had characterized the College for so long should give way to a sober seriousness of purpose. The students expected an academic alchemy to transform the campus. "When A.C. becomes a four year college in 1965," the *Bell Ringer* predicted in 1963, "this high school atmosphere will probably disappear . . . The faculty will find there are more students willing or preferring to use their own minds."⁹

The most significant change that occurred in the faculty during the early sixties was a changing of the guard. The grand old men who had personified the college for so many years were leaving one by one. In 1959, the *Bell Ringer* carried a photograph of John Evans Eubanks, Henry Read and Charles Cordle under the caption "Three Musketeers." The three claimed seniority since they were members of the faculty in 1925 when the Junior College was first authorized. As long as the three were on the faculty anyone else seemed a junior member by comparison; this was true even of Chester M. Sutton and Joseph LeConte Talley who were on the

College faculty by the time that it began to function in 1926. It was true of Joe Mays Robertson who joined the Academy faculty in 1928 and Norman Galloway who came to Augusta in 1930.

Joe Mays Robertson died suddenly of a heart attack in April, 1960. The *Bell Ringer* offered a tribute, "All of those who knew this beloved member of the faculty were cheered by his constant smile and sense of humor, his love for life and his inspiring presence wherever he went."¹⁰ John Eubanks retired that same Spring. "I hate to admit that I'm at the retirement age with all these pretty coeds around," he said to the *Bell Ringer* reporter. Charles Cordle reached retirement age in 1961 after forty-five years of teaching at the Academy and the College. He estimated that he had taught 9,000 students over the years. He stayed so long, he said, because he liked it. "I enjoy meeting classes and students and the association with young people and the faculty." The feeling was mutual, the hundreds of questionnaires returned in the alumni survey of 1974 testify to the students' affection and admiration for Mr. Cordle.

Henry Read retired in December, 1961. Illness had forced him to go on sick leave in the spring of that year and death came in February, 1963. Chester Sutton, Read's associate for thirty-six years, wrote a tribute to his friend, "He gave generously of his rich heritage of poetry, drama and music and has left the world a better place by his having lived in it."¹¹ Chester Sutton reached retirement age in 1964. "If I had to do it all over again," he said after thirty-eight years, "I would still teach." Sutton was chosen "Teacher of the Year" by the student body in May, 1964.¹² Norman Galloway joined Sutton in retirement in the Spring of 1964. Galloway, a pioneer himself, reminded the students that they, too, were pioneers as they stood on the threshold of a four year college, "an institution with unlimited possibilities for growth and development."¹³ Galloway, Dean of Students for the last four years, was a popular administrator. The *Bell Ringer* complimented the retirees editorially, "both gentlemen have established themselves as towering giants on our campus. Their abilities have won them universal admiration, respect and affection."¹⁴ The two men would enjoy a rewarding and lengthy retirement and both would be listed as professors emeritus in 1975.

Only Joseph LeConte Talley was still on active duty of all the old guard, and only he remained to participate in the first senior college graduation in 1967. It was appropriate that at least one member of the faculty from the first college graduation in 1927 should show the Class of '67 how it was done. The annual was dedicated to Mr. Talley in 1967 as once before it had been in 1931. A Professor Emeritus diploma was presented to Talley on Honors Day. With the death of John Evans Eubanks in 1974, there were two emeritus professors and one emeritus president on the faculty roster of Augusta College representing the original faculty as the College began to celebrate its anniversary. Eric Hardy, Sutton and Talley were the honored trio.

As the founding fathers left the Junior College another generation of founders quietly took their place. Just as the old guard had carried the burden of the essential business of the College, classroom teaching, through good times and bad, so this second generation showed remarkable stamina. They joined the faculty during

the Junior College era and provided continuity, stability and backbone during the sometimes troubled expansion years as the College added a senior level and then became a graduate school. There were many others who contributed to these growth years, too many to recognize in these pages. But it does seem right to point out the members of the "second generation" who were still active in 1975. Lee Wallace, Grover Williams, and Harry Dolyniuk have been with the college for over half its chartered existence. Lee Wallace was appointed Registrar in 1958, in 1962 he became Director of Admissions also, by 1964 he enjoyed the title of Director of Student Services and Director of Admissions. James McKinley Dye was appointed Assistant Registrar and Director of the Evening Program in 1960. Dye was one of those who successfully completed the doctorate as the College prepared for senior status; he obtained his Doctorate in Education at the University of Georgia in 1963-1964 and returned to develop the Department of Education and the Teacher Education program in the fall of 1964.

Ray Rowland and his wife Jane both joined the faculty in 1961. Rowland replaced Kathleen Sosby as librarian and inherited a rather large new library building and a paucity of books. In one sense the small collection was not a problem since the average student use of books in 1960 was two books per year. Rowland brought an expertise acquired by virtue of a Master in Librarianship from Emory and three and a half years experience at Jacksonville University. He would need all the library craft he could command. There were under 6,000 volumes in the library in 1961. The minimum number recommended by accrediting agencies for junior colleges was 20,000, four four-year colleges the number was 75,000. During 1961-1962 academic year the number of books doubled and all were re-cataloged under the Library of Congress system.¹⁵

When Augusta College applied for senior college status in the fall of 1962, it was very obvious that the skeletal library would be a major stumbling block. Therefore, Ray Rowland promoted a massive book drive, sponsored by the Alumni Association. Mrs. Warren Twiggs spearheaded the campaign committee of twenty members. Mayor Millard Beckum entered the spirit of the thing by giving a pep talk at the December 9, 1962 kick-off rally, and by declaring December, January and February Book Drive Months. "Books of Knowledge for a Four Year College" became the slogan of the hour. Thirty-eight book depositories were set up around town and the drive was on.¹⁶ Within a month 4,500 books were gathered in. An equal number were collected in each of the next two months for a grand total of 15,000. Dr. Robins made a public appeal during the waning days of the drive, the College Civitan Club conducted a door to door canvass, the *Augusta Herald* exhorted Augustans to come up with a book or a buck, but 15,000 was as close as the Library got to the goal of 100,000.¹⁷ Of the 15,000 only 3,000 could be used. Cash donations amounted to \$1,500; \$108,000 more would be needed.¹⁸ Statistically the drive was a failure, illustrating the difficulty of leaping directly from a junior college into senior status simply by ballyhoo and enthusiasm. Ray Rowland thought that the drive was a success in another sense. It led to the continued donation of rare books to the College's special collection. And the drive marked the first time that all Augustans, not just an influential few, were called upon to support the College. Many did.

One of those from the "second generation" of founders embodies in his own administrative experience the growth of the College, partly planned and partly haphazard. Frank Chou joined the faculty in 1960 with a Doctorate in Education from the University of Georgia. A doctoral degree was a rare event at the time; by 1975 Chou held seniority at Augusta College over all other holders of that degree. An Assistant Professor in the Social Sciences Division, Chou was promoted in 1963 to Associate and in a major administrative reorganization in 1963 he was made Chairman of the Behavioral Science Department. In 1965 he began working under the Dean as Director of Extended Services and the Evening Program. However, his official title according to the catalog was Director, Educational Services. In 1966, the job description in the catalog was even more obfuscating, Chou was listed as "Director and Academic Assistant." In 1967, Chou was plucked from his plastic position under the Dean and moved into an equally undefined slot directly under the President; his title became Director, Institutional Research. At the time the College possessed three IBM machines used by the Registrar's Office. Since Chou had had a course in computer programming, President Robins gave Chou the machines and a building which had been used by the maintenance department, a "spooky building," according to Chou. No one then guessed how, like Frankenstein's monster, the computer operation would preempt more and more of Frank Chou's time and attention, until by the seventies, Chou was thought of as the computer man on the campus. Almost every decision made by the faculty or administration, whether pertaining to registration, scheduling, grading, teacher evaluation, all had to defer to the convenience of the computer. Still his official title remained the same as in 1967. When Frank Chou returned to full-time teaching in 1975, it was a signal that the College had at last come of age. Or perhaps it was that the computer could now manage the College unassisted.¹⁹

Thomas M. Riley is another of the members of the second generation who has kept his faculty status while spending most of his effort in administrative work. Riley began teaching at Augusta College in 1959 on a part-time basis; he became a full-time member of the English Department in 1964. He took over the Office of Extended Services from Frank Chou in the transitional year 1965. Riley gradually developed the kind of community service courses which Eric Hardy was in the habit of praising. Indeed the name "Extended Services" harked back to the time when the Junior College offered to give courses to almost any group at almost any place. The title was changed in 1974 to the more conventional "Office of Continuing Education." The office represents a continuity of tradition rather than a new direction in the life of the College, though in 1975 many regard community services as a new phenomenon.

Geraldine Hargrove is still another of those who have served the College as a member of the administration and the faculty. Beginning as an Assistant Professor in Education in 1958, she served as Counselor from 1960 to 1968 before taking a leave to earn a doctorate at the University of South Carolina and returning as a full time member of the Education Department. Maestro Harry Jacobs qualifies as a member of the second generation of founders. Jacobs, founder and conductor of the Augusta Symphony, became Associate Professor of Music and Chairman of the Fine Arts Department, replacing Preston Rockholt who became full-time

Dean in 1962. After tours of Europe in 1966 and 1967 as guest conductor of distinguished orchestras in Switzerland and Germany, Jacobs became the Director of Fine Art Activities for the college.

The dual faculty-administration role may be seen in the career of Billy B. Thompson, whose appointment during the summer of 1965 just qualifies him for our designation of second generation founder. Thompson became Comptroller, replacing Dudley Jervey, on the eve of the addition of a third-year class. Thompson came to Augusta from the Comptroller's Office at the University of Georgia and he has served continuously from the day of his appointment as full-time Comptroller at Augusta College. Oddly, he is also a fully tenured faculty member in the Business Administration Department. Odd, because even exemplary performance of the duties of administration, and Thompson's performance has been virtuoso, would not qualify a person for faculty tenure at Augusta College in 1975. A more precise definition of the role of faculty and administration was one of those senior college "points of view" that awaited the junior college faculty.

In addition to the roster of those who have served in one or another administrative capacity, there were a surprisingly large number of faculty members from the junior college era still active in the anniversary year. From the 1957 transferees, Lee Wallace had gone the administration route and Percy Wise had become emeritus professor upon his retirement in 1972, but Harry Dolyniuk and Jean Williams Godin were still in the classroom. Many of those who joined their destinies to those of the college were natives of the local area. Jean Godin was, so were Samuel Duncan, Harvey Stirewalt, Janice Butler Turner, and William L. Whatley, all who came in 1959 on a full-time basis, and so was John M. Smith, Jr. who taught evening courses from 1959 until 1961 when he became Assistant Professor of Sociology and Education. So, too, was Jerry Sue Townsend, who became an Instructor of Mathematics in 1960. Anna Jo Dunn Turner, who began teaching mathematics the same year, was a native Georgian, if not a native Augustan. Grover Williams was finally lured away from the Academy in 1959 to bolster the Mathematics Department. We have mentioned that Spyros Dalis joined the Social Science Division in 1959 after serving as Comptroller for the Augusta Center. George B. Cooke, began his work in 1960 as Assistant Professor of Biology. Bartholomew P. Smith, who taught part-time in 1959, became full time Business Department Chairman in 1960. Ned A. Holsten was listed as Assistant Professor in History and Economics in 1960; he remained at the College until his death in 1972 on the eve of retirement. Vola Jacobs, Mrs. Harry Jacobs, anticipated her husband by two years, joining the Fine Arts Department in 1961 as an Instructor. Silvia G. Richart was one of those very rare persons who came to the Junior College with a doctorate in hand, she was appointed Associate Professor in Chemistry in 1961. Dr. Richart, a native of Havana, Cuba, had taught at Havana University and the Cuban Branch of Villanova University. Frank Hodges and Dr. John Pearce began their long association with the college during the Junior College era, both as part-time instructors, the former in 1962 and the latter in 1963. In 1963, also, Howard Burd joined the Mathematics Department. With Grover Williams, Jerry Sue Townsend, Anna Jo Turner and Howard Burd on constant service since, the Mathematics Department has been an island of stability in a campus in flux.

A remarkable fact about those whom we have dubbed second founders is the number of them who have earned a doctorate after coming to the college. Those who thus grew with the College were James Dye, Geraldine Hargrove, Jerry Sue Townsend, Janice Turner, Harvey Stirewalt, Samuel D. Duncan, Frank Hodges, and John Smith, all of whom in 1975 were addressed as "Doctors." Ned Holsten, who died in 1972, should be mentioned as another who accomplished the feat.²⁰

Preston Rockholt well represents the junior college era, the time of the changing of the guard. Returning to our theme at the outset of this chapter, it was a happy inspiration that led Dr. Robins to name Rockholt the successor of James Clark in 1962. The Self-Study Steering Committee had already elected Rockholt their chairman and perhaps that was a factor in Robins' choosing him for the deanship. It was in the tedious business of self-evaluation that the faculty was organized that it might function in a responsible manner. The very loose divisional groupings gave way to eleven departments with chairmen as follows: Behavioral Science, Frank Chou; History-Political Science, Spyros Dalis; Business Administration, Dudley Jervey; Chemistry, Harry Dolyniuk; English, Chester Sutton; Biological Science, Harvey Stirewalt; Mathematics, Grover Williams; Modern Languages, Percy Wise; Physics-Earth Science, Joseph LeConte Talley; Fine Arts, Harry Jacobs; and Physical Education, Marvin Vanover. It is interesting that none of the new chairmen, except Harry Jacobs and Marvin Vanover, had been hired specifically as chairmen. The notion that chairmen were different from other faculty members and had to be recruited elsewhere was a later practice, and presumably a senior college characteristic.

Departmental chairmen began acting as an advisory committee to the Dean. A new system of faculty committees was devised to cover the broad range of faculty interests: Academic Policies, Curriculum, Library, Admissions-Graduation, Student Affairs, Commencement-Public Functions, Honors, Faculty Activities, Physical Plant and Admissions Appeals. After a year of thoughtful discussion of faculty problems the Self-Study made realistic recommendations for an elected faculty council, a faculty handbook, more pay and support for teachers who attempted a higher degree.²¹

The Southern Association sent a team to evaluate Augusta College in the light of its Self-Study. The visitation took place in October of 1963, Preston Rockholt's second season as Dean. The Visiting Committee thought that Augusta College was a fine junior college, but was concerned about how well the College could handle senior level work. Like most visitors the team was entranced at the historic Arsenal setting and the ingenuity exhibited in adapting old warehouses to academic use. It commented warmly on the cordiality and friendliness of everyone and the quiet pride of faculty and students in their College. It noted the high public esteem for the College. Visiting committees usually criticize as well as commend and the 1963 team was not hesitant in offering suggestions which provide an insight into the College in the era of the changing of the guard.

Interestingly, the committee thought that the faculty had lost sight of the purpose of the College; nowhere in the Self-Study was the purpose defined and faculty were vague about it when questioned. If true, this was a novel develop-

ment. Major Butler and James L. Skinner were quite clear in their purpose, they wanted to prepare students for senior college; Eric Hardy was clear in his purpose, to serve the community in every way possible, but more recently the only purpose seemed to be the addition of a senior level of classes. If the purpose was to be a "Harvard on the Hill," then the faculty ought to reconsider. Only ten of the seventy-nine graduates of 1963 took the Associate in Arts program.

Another revealing criticism made by the visitors was that the rather elaborate committee system of one year's duration did not function very well. The Curriculum Committee, for example, had not met at all, a fact which must astonish the members of that Committee in the latter years of incessant meetings. Nor were there regular faculty meetings, and in a tradition which dated back to Major Butler, there was not much discussion when the faculty was called together.

One of the most singular exclamations of alarm in the committee's report had to do with the faculty's use of the library. The library rated well, in view of the distance it had come, the librarian received excellent ratings, but the faculty did not use the library. Fully one-half of the faculty had not checked a book out. The Visiting Committee seemed almost to give up any hope that such a faculty had the capability to build a senior college. "At the present time there are probably only two or three professors who have the academic background necessary to develop and teach upper division programs. New people with earned doctorates in their teaching areas and experience in senior college work must join the faculty . . . Since the bulk of the College's faculty are not prepared to plan for and develop a senior college program it is essential that new people be obtained to begin work in September of 1964."²²

The Visiting Committee was conscientious and objective, without doubt, and it made telling points which had the effect of causing the faculty to place an exaggerated value on the doctorate and to work harder. It is perhaps worthy of comment that of the twelve faculty members who were hired in 1964, presumably to build a permanent academic superstructure only one, Thomas Riley, remained in 1975, and he was not really a newcomer in 1964 since he had taught part-time since 1959. Of the eleven others, none stayed long enough to be listed in the 1968 catalog. On the other hand all those members of the second generation listed in this chapter remained to celebrate the golden anniversary. Perhaps because little was expected of them by visiting experts, they have downplayed their role in the achievements of the College since then. Many of those who came later remain ignorant of who the veterans of the Junior College period are and of what they did.

More fraught with portent than the faculty changes was a major change in the administration. Preston Rockholt announced that he would leave Augusta to take charge of a graduate school of music in Washington, D.C. John Gleason was hired to take the Dean's task of leading the chosen ones into the heavenly city of the four-year college.

CHAPTER TEN

Beginning Again

JOHN H. GLEASON was the man chosen to transform the junior college into a senior college. Four years later, in July, 1968, he summed up his achievements candidly if not modestly, "I was appointed Dean of Augusta College on September 15, 1964 when the College was a junior college about to lose its accreditation with 800 students and 35 faculty (six with doctorates). I converted it to a senior college with 125 faculty (48% doctorates from all sections of the U.S.) with its present enrollment of 3,500 students. Augusta College was accredited in November, 1967 as an arts and science senior college one and one-half years ahead of the usual requirement. In a three year period I created a curriculum, readjusted twenty faculty, recruited new ones, established internal government and in short completely reconstructed the college internally and externally . . ."¹

Indeed, John Gleason accomplished the difficult task set before him. Many of the claims cited above were real, some were exaggerated. Augusta College was reaccredited in November, 1967, but it did not have a faculty of 125, 48% with doctorates. In 1968 there were 87 faculty members and a still impressive 39% with claimed doctorates; some of the doctorates were anticipated. Nor did the student enrollment reach 3,000 in 1968 or 1969 for that matter. This rather casual treatment of figures was not unusual with John H. Gleason, the first dean to be recruited outside the college community. Gleason's early career was in journalism rather than academe, his forte was promotion and advertising. He had received a masters degree in journalism at Columbia University in New York and later organized a journalism program at the University of Connecticut. By nature he was a romantic, a dreamer in the mold of Eric Hardy. His method was to promote Augusta College into greatness by packaging. His disregard for any reality which might not help his advertising campaign is best indicated by the fact that he had a doctorate from a non-accredited institution in New England. Yet, in his first interview with the *Bell-Ringer* he claimed a Ph.D. in Education at Columbia University in New York.² After saying so much to the newspaper, Gleason had to proliferate the claim on all those forms which academic people fill out intermittently and continuously.³ This particular mistake would boomerang disastrously.

One of the most remarkable facts about John Gleason was the wide circle of distinguished acquaintances he cultivated. His correspondents included Dr. Homer Babbidge, President of the University of Connecticut, Dr. Harold Case, President of Boston University, Dr. Harrison Carter, Dean, University of Connecticut, Mr. Edwin Canham, Editor, *The Christian Science Monitor*, Dr. C. Mansel Keene, Assistant Chancellor, The California State Colleges, and others of similar stature. It was through his friends in high places that he secured the Augusta College post. "While my correspondence was going on most of last year with the Chancellor of the System," he confided to a friend, "I didn't expect it to lead to this."⁴ At the same time, he thanked an Assistant Secretary in the Office of Education "for all the help."⁵ He had hoped for a position in a college in San Francisco, but he would settle for Augusta. "I like it here, and I also like the idea of being a big splash in a little puddle, although all puddles look big when you are standing up to your neck in them."⁶

John Gleason was quite taken with the beauty and the history of Augusta and attempted to impress his friends much as a tourist would. "Eisenhower is relaxing

here right now, Johnson was here a week ago, Miller before that and Goldwater across the river," he wrote in the fall.⁷ And, as spring approached, "The beginning of April in this corner of the world is a thing of beauty, I'm told, and in Augusta a kind of Mardi Gras takes over in the form of the Masters Tournament. I believe I also told you that the original Tobacco Road is here. Near it today a 36 million-dollar suburban area is going up and an old plantation mansion is coming down, as well as the system."⁸ Gleason came south with the tourist's stereotype in mind and was surprised to find conditions less benighted than he had supposed. He became a booster for the South and for Augusta in particular. He also boasted a bit about Augusta College and its President. "Dr. Robins . . . is one of the rising young men at 41 who I'm sure will make his mark. I've watched him grow tremendously in just the few months I've been here."⁹ "Check this," he wrote to the Education Editor of the New York *Herald Tribune*, "an associate professor here makes about 11,000 a year and a full professor more, although the Board of Regents has just voted an 18 percent pay increase over the next two years . . ."¹⁰ Gleason certainly did not mean what he said literally because according to his annual report at the end of his first year, the average salary for associate professors was \$7,809.¹¹

Gleason called on his friends at Connecticut and Boston University to supply samples of forms they used, faculty handbooks and other kinds of academic paraphernalia. He also kept them informed as to the progress he was making, "I am at present trying to complete a catalog after wrestling with curricula, selecting department chairmen, setting up by-laws and rules and the hundred other chores involved in bringing a college into being . . . So far, I've been lucky in department chairmen."¹² Again allowance must be made for boosterism, but it is clear that Dean Gleason was swamped with the preparations for the addition of a third year. As a matter of fact, Gleason had been unsuccessful in recruiting department chairmen, and that was his chief concern. The only one he was fairly sure of in March, 1965 was William Quesenberry, Director of Graduate Admissions and Assistant Professor of English at Columbia University. After Quesenberry agreed to join Augusta College's faculty, Gleason gave him a free hand in hiring, even before Quesenberry left New York.¹³ In all of his correspondence, Quesenberry made it clear that he did not have his doctorate and if he came to Augusta, it was not likely that he would soon complete the requirements. Nevertheless, Gleason assumed that Quesenberry would have the degree by the fall and announced to the *Bell-Ringer* in May that "Dr." William Quesenberry had joined the faculty. Neither Gleason nor Quesenberry could have guessed the outcome of that particular inaccuracy.¹⁴ In May, Gleason described his objectives in recruiting to a *Bell-Ringer* reporter, ". . . We must be certain that all prospective teachers are trained and experienced in both senior college work and graduate level study . . . All the teachers now being interviewed are Ph.D.'s and several of them have a doctorate in more than one field." Gleason spoke as though he had spent his life hiring faculty, "There is no particular technique in finding good teachers other than examining school needs and pooling my knowledge of teachers with that supplied by Deans at other schools."¹⁵ The students were enormously impressed, even before Gleason's recruits materialized. The *Bell Ringer* editorialized, "A mecca for learning is being hewn out before

our eyes. Look to the faculty. Men are being lured to our departments from institutions three times the size of our college, some larger."¹⁶

The wider community was convinced that marvelous things were happening at Augusta College; they anticipated greatness. The Richmond County delegation of the State Legislature presented a special citation to President Robins who "has served with distinction as the president of said college from its early days as a small segment of the University System of Georgia to its present position as one of the state's outstanding higher education institutions."¹⁷ And this before even a third year had been added!

In his first annual report Dean Gleason preferred to look ahead rather than dwell on the accomplishments of the first year. "In 1964 and '65, the college was no longer a fourth and fifth year of high school," he wrote, "but was hurrying into its more complex role as a senior college . . . But only in a few instances did some of the faculty halt or display uneasiness, or display ignorance of the college's new role, and it is to the credit of the faculty that once shown the way into this new dimension with explanations and information, they responded most cooperatively and fruitfully."¹⁸ Gleason stressed the primary importance of hiring qualified faculty. Three chairmen had been hired, all as associate professors. They were Robert Lamb, chemistry, Frank Dolynak, biology and William Quesenberry, English. "The selection of faculty is the biggest job facing the college, since it is on this base of faculty competence and loyalty that the college will be built."¹⁹

By September Gleason had corralled two more chairmen, W. J. Carson in business administration and Fred Bowsher in physics. Unfortunately for his hopes of building upon them, only Fred Bowsher outlasted Gleason himself in the service of the college. Two of the new chairmen, Carson and Lamb, resigned during their first year. It is among other additions to the faculty that one must look for long-term personnel. Among the twenty-five new people were Marguerite Fogleman and Francis Paulk, Assistant Librarians; Dennis W. Burau, instructor in physical education; Harry Thompson, instructor in psychology; Charles T. Freeman, instructor in English; Carol Wittkamp, instructor in physical education and Frank Hodges, who had been teaching in the evening, became a full-time instructor in business administration. Only those seven with Fred Bowsher an eighth, were still on the faculty in 1975.

The college administration received coaching almost annually from visiting committees representing the Southern Association. Visiting committees are capricious and the one in November, 1965, was as pleased with Augusta College as the 1963 team had been alarmed. Dean Gleason had called a faculty meeting prior to the visit of the committee to explain the nature and function of a President's Advisory Committee, made up of three elected faculty members and the three principal administrators.²⁰ The Committee approved this innovation and recommended a similar advisory committee to serve the Dean in matters of promotion and tenure. The Committee was of the opinion that Lee Wallace, as Director of Student Services, was doing far too much. The Dean ought to handle scheduling and a new admissions man should be hired to relieve Wallace of that work.

Although Gleason had informed a friend that he had intended to write a faculty handbook during the summer, the Committee noticed that there was still no such manual. Again, the Committee found that hiring procedures were somewhat vague. The College received good marks for faculty involvement through the committee system, and the visitors urged the election of an executive committee for the faculty.

The Visiting Committee reflected the same general bias against junior college personnel which had characterized the report of the 1963 committee. It stressed the need for more doctorates and a better salary scale. "The will to improve these situations is clearly present, but with reference to junior college carry-overs on the one hand, and low average salaries on the other, the prospect for early rectification is obscure."

The library received high praise, as it has in every successive report. The book count had reached the 40,000 mark. Ray Rowland's "Books of Knowledge for a Four Year College" drive had generated gifts from local donors, the Junior League, the Exchange Club, the Circle K Club of the College, and others, totaling \$5,000 in the previous year.²¹

In a major development the State Education Department in October, 1965, had approved James Dye's teacher education programs in elementary education, music education and secondary education. The last-named included majors in social sciences, mathematics, biology, chemistry, English and business education. The programs were available to the first junior class with no loss of time or courses. At the time, James Dye was the Education Department. Geraldine Hargrove was in counselling and Frank Chou was Director of Educational Services.

The internal convulsions which marked Dean Gleason's years were paralleled by a massive external renewal. By the fall of 1965, the Science Building had its new labs, the Library had a second floor and a fifth warehouse had become a classroom facility. In June, 1965, the Regents approved the construction of the first phase of a million dollar fine arts center. An elaborate groundbreaking ceremony was held on March 30, 1966. Mrs. Carl Sanders, an accomplished artist herself, turned the first spade. The headlines were captured by her husband who chose the occasion to announce that he would not oppose Richard Russell's bid for reelection to the Senate.²²

While he still held office, Sanders kept prodding the Regents on behalf of Augusta College. In August, 1966, near the end of his term, he announced his intention of asking the Regents for a new gym for the Augusta campus. He acknowledged that the College had been a pet project of his almost from the beginning of his political career.²³ The *Chronicle* was of the opinion that "no one man has done more for Augusta College than Sanders."²⁴

Sanders' legacy as he left office was the Regents' approval of a new gymnasium facility and a new student center.²⁵ Unfortunately the Legislature does not respond as favorably to an out-going Governor as to an in-coming. It neglected to appropriate sufficient funds for a new gym and Marvin Vanover's fine basketball teams of the late sixties and early seventies were still in the original out-grown facility. During 1967 the Physical Education Department was compensated some-

what by a new indoor pool. Work continued on the Fine Arts Center and plans were drawn for the conversion of the former arsenal optical shop into a student center.²⁶

A massive infusion of twenty-nine new faculty members ushered in the first senior class in 1966. As a faculty group they had the highest perseverance rate of any since 1963, thirteen were still on the 1975 faculty. Among the new faces were Dean Gleason's new selections as chairmen: Calvin J. Billman came from Florida State University as Professor and Chairman of the History and Political Science Department; Frank M. duMas, from New Mexico State University, was Professor and Chairman of the Psychology Department; Eloy Fominaya, from Northeast Louisiana State University, was Associate Professor and Chairman of Fine Arts Department; Robert E. Frickey, from the University of Maryland, was Associate Professor and Chairman of the new Sociology Department; David M. Morris, from the Medical School of the University of Miami, was Professor and Chairman of the Biology Department; and Floyd B. O'Neal, from the University of Texas at El Paso, was Professor and Chairman of the Chemistry Department. Nothing else wrought by John H. Gleason was so significant as his hiring of these six chairmen. With Quesenberry and Bowsheer whom Gleason had hired the year before and with the chairmen drawn from the second generation of founders, Dye in Education, Williams in Mathematics, Vanover in Physical Education, and Ray Rowland in the Library, these newcomers would dominate the next decade of college history. They would provide leadership, ideas, the muscle for administration—and controversy. So influential would they become, that there were those who felt that Gerald Robins had lost control of his college.

Other 1966 newcomers who were counted among the active faculty in 1975 were Ed M. Edmonds in psychology, Martha K. Farmer in business, William Johnson in English, Donald A. Markwalder in business, James H. Smith in English, and Walter L. Powers in physics. The Visiting Committee of the Southern Association discovered "a remarkable spirit of adventure and dedication" among the faculty in the fall of 1966. "The challenge of a new program in a growing institution has attracted an able faculty." The attention of the Visiting Committee was so occupied by the large number of new people that it quite lost sight of the many experienced members from the old Junior College. "The overall impression created by the campus is that of a frontier just recently settled, as yet hardly conscious of its resources or sufficiently organized to function as a coherent community."

The Committee revived an old criticism when it spoke of "little vitality in the committee structure." With the notable exception of the Curriculum Committee which was made up of chairmen, the committees met rarely. The visitors rather patronizingly commented that the faculty has not had time to realize that they were not much involved in college-wide responsibilities.²⁷

The faculty took the criticism to heart, if we can judge from Dean Gleason's summary at the end of the term. "In comparison with preceding years," he reported to the Regents, "the faculty have demonstrated a competency and an interest which can only be termed a 'contrast' with former years, the improvement is so pronounced . . . In short it is a college performing on a level never before attained

or even considered.”²⁸ There was an obvious tendency in the evaluations of the Southern Association and of Dean Gleason to ignore or deprecate the long rich history of the Junior College and the Academy years. Indeed, there was a rather general disposition among the faculty and students to put the familiar past behind, to be discarded with the “glorified high school” image, and to imagine that they were entering an exhilarating new existence.

The pages of the *Bell Ringer* reflect the maturing process that accompanied the addition of a third and fourth year. The newspaper at the outset represented the administration point of view almost invariably, very likely because the students identified with the administration. As they grew older the students realized that, on some issues, there was a viable student point of view which differed from the administration line. It might be interesting to notice the transition. In February, 1963, the editor commented on the Beatles’ hair style with disapproval, “We hope that this hair-do will not become a fad here, although one male on campus insists on copying it.”²⁹ In January, 1965, the newspaper defended the spirit of the college, arguing that the students were as united as any dormitory college. Faculty member Walter Guthrie took vigorous issue with the editorial, “It is the very fact that most Augusta College students are at home in the Augusta area that causes a turning away from the campus as the focal point of student life.” Editor Richard Davis defended the students by pointing to the recent pep rallies and the good attendance at the Jags basketball games. Sammie L. Bodie, Jr., President of Circle K, joined the debate, defending the record of his organization.³⁰

The *Bell Ringer* expressed embarrassment because no one knew the Alma Mater.³¹ It conducted a long and unsuccessful campaign to keep the restroom walls free of graffiti. It grew very impatient about the lack of cleanliness in the student center. When the Student Council put little signs on the tables to “keep our student center clean,” the *Bell Ringer* was shocked at what happened. “Not only have a number of our students disregarded these reminders, they have actually defaced them.”³² With the third year the bathroom scrawls matured into pornography and the *Bell Ringer* stepped up its denunciations of the “most vile and most completely obscene messages scrawled in vulgar profusion across the walls.” The editor took consolation in the fact that the bad spelling indicated that the “idiots who did it won’t be with us much longer.”³³ By 1967 the editors seemed resigned to a disorderly student center and decorated bathrooms. “The atmosphere is still as cluttered, and some obstinate students just aren’t taking our helpful hints to heart.”³⁴

In political as well as campus policy, the *Bell Ringer* followed the adult establishment, though it preferred to ignore the world outside the campus. In November, 1965, the editors explained why the United States was in Viet Nam, “We are there, friends, to stop the spread of a political system that is diametrically opposed to democracy. That system is, of course, communism. Isn’t that reason enough? Isn’t it important enough to overlook all the little side issues? Isn’t it important enough to send a son or a brother? Just as we must fight in Viet Nam, we must also fight dissenters.”³⁵

The first mild student dissents were cloaked in humor or were in the form of letters to the editor. Myrtle Shaeffer wrote a wry tribute to Alma Mater in 1965.

Praise to thee our Alma Mater
 With thy ever-falling walls
 In thy re-converted bedrooms
 Heed we sweet knowledge's call.
 In the golden years before us
 We'll remember the happy days
 That we raced from our parked cars
 To the Chateau, two miles away.
 How we'll remember those happy lectures
 Under the broken fluorescent light
 From our professor and the professor
 on our right.
 We'll return in the happy future
 To thy green azalead face
 To thy walkways, to thy fountains,
 If we recognize the place.³⁶

Catherine Brewer was a reporter during the expansion years; she was unsurpassed in tongue-in-cheek satire. "On what other campus can you find," she asked, "a roped off area in the student center. (Commonly called that funny looking roped off area in the student center). Walls that are torn down and rebuilt every day. Five off-limits parking lots. Several roads that nobody can drive on. A student center with a genuine cardboard wall. A lot of cannons. A genuine Arsenal Oak, fully equipped with a sign, a wrought iron bench and flowery twigs. No parking signs in the parking lots."³⁷ Her list went on and on in that vein. Another of her lampoons on college life was written a year later, in 1966, explaining what was in vogue and what was out. "Good taste is out. High camp is in . . . Being in class physically but not spiritually is out. Being in class spiritually but not physically is in. Staying in school to avoid the draft is in . . . Dirty tennis shoes, torn sweat shirts and raggedy blue jeans is in. Suits, ties, socks and other conventional clothes are out . . . Most of this article is probably out because the administration is in the newspaper business."³⁸ In fact, her article was printed as written. But her last comment was a first mild protest against censorship. There had been at least one occasion when the President himself had called the *Bell Ringer* staff into his office and directed them to make a retraction.³⁹

Students began to take the *Bell Ringer* to task for its naiveté. One letter included the well-worn phrase "as everyone knows, there are lies, damned lies and statistics." The editor's comment objected to the "profanity . . . obscenity and sarcasm" of the letter. Student Edward Tenney reminded the editor in the next issue that "if damn is to be classed as an obscenity, most of the 53,000 books in the library are obscene." He suggested a wholesale book-burning, "Such a chaste atmosphere would doubtless encourage the writing of purer letters."⁴⁰

Finally, two months before the first graduation, a letter to the editor called for a more sophisticated student newspaper. Kelley D. Carey wrote, "I am dismayed to see the general tenor of the paper proving to be immature and smacking more of defensive banter and pettiness than of perception and expressive conviction . . .

Reprimands about pushing chairs under the tables in the student center and writing on the restroom walls have as much depth as a saucer of milk and perhaps would find a better place in a Dear Children column . . . I urge you to enlarge your thinking to include more of current interest that vitally affects every student.”⁴¹

Coincidentally, the *Bell Ringer* became more serious, more critical. It called for a revision of the college catalog to insure accuracy. Again, the *Bell Ringer* welcomed debate about the new Student Council constitution, “If Augusta College is to mature as a four year college, her students and administrators will have to be prepared for conflict with each other and among themselves. Conflict we sometimes forget, is good.”⁴² Presumably to encourage conflict the *Bell Ringer* began an acerbic new feature by Guy Kent entitled “Horns and Halos.” Kent’s first effort was a strong criticism of the Student Council’s lack of leadership. His next article was an attack on the C.I.A. involvement in the National Student Association. “The shocking thing is that apparently no one in high office is aware of the full extent of C.I.A. activities.”⁴³

At last the historic first senior class graduation dawned. Commencement Committee Chairman Harry Jacobs made certain that the Class of '67 would be ushered out with all possible pomp and circumstances. A huge gold and silver plated mace was borrowed from the University of South Carolina to be used by the faculty marshal. Former Governor Carl Sanders received a special plaque and the last member of the old guard, Joseph LeConte Talley, was awarded a Professor Emeritus degree. There was no valedictorian. For a sampling of opinion we can note the special graduation supplement in the *Bell Ringer*. “If anything has ever happened to Augusta College, this will be the most important day in her history,” said Editor Larry Mitchell. “We are the beginning of Augusta College just as she is our beginning,” said Janice Woolf, Club Editor. “We want to take full advantage of our newness to discover the best way of running this college . . .,” said Dean John H. Gleason. “This senior class is graduating forty years after the first graduation of the Junior College,” said Gerald B. Robins, “but the commencement will be the beginning for the college.”⁴⁴

With everyone so insistent that 1967 was a beginning, it is not surprising that many people began to believe it. The year is a line of demarcation, a turning away from a history which stretched backwards to 1925, to 1910 and to the more mysterious past.

CHAPTER ELEVEN

The Trauma Of Maturity

AUGUSTA COLLEGE was a different institution after 1967. There were over 2,500 students enrolled for the Fall Quarter and they were older and more inclined to be critical of the faculty and administration. The faculty was larger than ever. At eighty-seven, the number had more than doubled in just three years. Thirty held the doctorate as compared to six in 1964. If the students were more apt to question the decisions of the administration, the faculty was still more so. This kind of maturity is precisely what the evaluating committees had been urging as a desirable thing. Nevertheless, during the next year there must have been moments when President Robins looked back upon a less vocal college community with regret for its passing. John Gleason regarded it as his own special duty to ride herd on the faculty he had assembled. A faculty which had not lived through the era of Dean Clark regarded Gleason as the dominant, decisive administrator; Robins, less so.

By 1967 Robins presided over an administrative staff which had expanded even more rapidly than the student body and faculty. The catalog listed seventeen names among the officers of administration. John L. McNeal was the new Director of Admissions. His appointment allowed Lee Wallace to restrict his jurisdiction to the ample scope of the Registrar's Office. Julian Heyman and Ann Sheppard began their tour of duty in the Testing and Counseling Center. Golden Langdon was made Director of Student Services. Frank Chou moved into a new position under the President's Office with the title, Director of Institutional Research. Thomas M. Riley had already taken over the Office of Director of Extended Services and John B. Black was given the responsibility for the evening program.

New members of the faculty who remained in the anniversary year were John E. Pierce, Chairman of the Business Administration Department, George Meinhold in English, Mason Richardson in business and Paul Taylor in history. John W. Pearce became a full-time member of the Department of Chemistry.

When the team representing the Southern Association made its inspection in 1967, visits were annual during the transition, it called attention to the need for a Director of Administrative Services, an officer whose task would be the supervision of Frank Chou's Office of Institutional Research and Fred Mohrman's Office of Information and Publications. John Gleason did not dream, at the time, that he would be shunted into the new position.¹

The Southern Association Committee noted that the Dean was too dominant in faculty matters. The Dean appointed the members of all faculty committees. Despite the stipulation in Gleason's new faculty handbook that committees meet once a month, some met not at all. The committees were in the habit of reporting to the Dean who decided which matters to present to the assembled faculty. When the Visiting Committee questioned this practice, it was defended by certain faculty members "on the grounds that committee decisions which the administration recognized as unwise were never referred to the faculty." The accreditation committee regarded such a practice as an abdication of faculty responsibility. Their final report said it tactfully, "The Evaluation Committee recommends prompt action to reorganize the faculty so that it can assume its proper role in the determination and administration of educational policy."²

The visitors criticized the fact that the Dean's Advisory Committee was composed entirely of department chairmen. It noted that the important Curriculum Committee, which had done a commendable job of drawing up a general education core of courses, was made up of chairmen. Chairmen were regarded primarily as administrators rather than faculty.

For the first time in an evaluation report it was recorded that students were using the library in gratifying numbers. There were 62,000 volumes in the library. The busy librarian, Ray Rowland, managed to set an example of scholarship. During the year he had served as President of the Richmond County Historical Society and had published a bibliographical *Guide to the Study of Augusta and Richmond County, Georgia*.

Neither the previous Visiting Committee nor the one in 1967 thought that the establishment of a Fort Gordon Center was a sound idea. There were one hundred students enrolled in eight classes, all on the lower levels. They were taught by Harry Thompson, the Director of the Center, by William Quesenberry and by part-time instructors. The Southern Association Committee worried about the Center, urged that a nucleus of full-time instructors be assigned there, and suggested that Thompson's office be merged with Thomas M. Riley's Office of Extended Services. The advice was not taken and Director Thompson patiently built up a successful operation of over five hundred students by 1974.

Finally the evaluators noted an undercurrent of friction between the Junior College holdovers and the new faculty. The old-timers were disgruntled chiefly because their salaries lagged far behind what was being offered to the new people. The overall average had risen to \$9,000.³

The Southern Association had coached the college administration during every phase of the transitional phase. Augusta College had cooperated dutifully. The Southern Association had no reason to withhold accreditation when it met in Dallas in November, 1967. The news of the accreditation caused jubilation among the college community. President Robins had special cards printed announcing the good tidings to the friends of the College. John Gleason regarded the recognition as a personal triumph.

November was the season for happy tidings. Mrs. Natalie Cullum informed Dr. Robins that the Cullum Foundation had decided to establish a chair at Augusta College with a subsidy of \$10,000 annually.⁴ Robins and Dean Gleason persuaded their benefactress that the gift would do more good by being divided up into stipends for distinguished lecturers. It never occurred to the administrators to seek student advice in this or any similar matter. Therefore, they might have been startled by student Jim Moore's editorial in the *Bell Ringer* asking for student input into the decision.⁵ It was another of those inklings that the students were waking to a new role. "Would it be possible for the president, the dean or some other administrative spokesman to address himself in each issue of the *Bell Ringer* to current issues as raised by the students or the administration-faculty?", inquired the newspaper.⁶

The answer to their question was no, at least not yet. The decision to bring speakers onto campus was implemented. At the business of consorting with the

famous and distinguished Dean Gleason was at his best. The fact that they came at his invitation is a compliment of his powers of personal suasion. Harvard's Dean, Franklin L. Ford, successor to McGeorge Bundy, was the first Cullum speaker in January, 1968. Dr. Charles Townes, winner of the Nobel Prize for his work in quantum electronics was the second. Next came Dr. Harold Case, former President of Boston University and an associate of Albert Schweitzer. Fourth was Fred M. Hechinger, Education Editor of the *New York Times*. The Cullum series was off to a good start and it did much to meet a growing student demand for a solid cultural program. In 1971 the faculty established a new Third World Program, a study of different cultures each Spring Quarter. Funds to support the program came from the Cullum Foundation. The Third World Program has insured a high worth use of the special fund which has the inherent danger of being used erratically or not at all.

In the fall of 1967 the Regents approved a new associate degree, a two-year nursing program. Louise Bryant helped plan the program and in July, 1968 she was appointed Chairman and Associate Professor of the new Nursing Education Department. Miss Bryant's nursing students together with the nurses in the Medical College's four-year program have given Augusta College one of its most distinguishing characteristics in the years since. The nurses came from other parts of the country and provided a contrast to the regular students, which contrast was accentuated by their uniforms. The nursing program answered a serious need in the area and enrollment burgeoned. The introduction of this vocational program at the outset of Augusta College's existence as a senior institution had a definite implication. Harvard on the Hill was listening to the job needs of the community again. President Robins explained to the *Chronicle* that additional two-year technical programs were a distinct possibility, "Augusta College is reaching out, not only for excellence but for significance."⁷ Eric Hardy must have approved. Rather astonishingly for a college only recently removed from junior status, there were already plans afoot for graduate programs. James Dye sampled teacher's needs for graduate education courses and John E. Pierce set up a graduate studies committee in the Business Department. Donald Markwalder, chairman of the latter committee, announced that the Department intended to offer graduate courses applicable to a masters degree in Business Administration as early as the Fall Quarter, 1968.⁸ Strong voices, Floyd O'Neal among them, called for comprehensive planning by a college-wide graduate studies committee before the college grew like Topsy into a university.⁹

The other happy news was that the building program was producing spectacular new landmarks on the campus. In January the *Augusta Herald* revealed that the completed Fine Arts Center would contain a theater with over seven hundred seats, a proscenium stage and a hydraulic operated thrust stage with five possible levels.¹⁰ Work had also begun on the conversion of the large arsenal shop into a four-story student center.¹¹ The Fine Arts complex was finished first during the summer. Carl Sanders spoke at the dedication ceremonies on October 27, 1968. His wife, Betty Foy Sanders, had broken ground for the building. Now she broke new ground by hanging her paintings as the inaugural exhibit in the spacious gallery of the Performing Arts Theater. The Center was the most visible sign to passers-by

on Walton Way that Augusta College had entered upon a new era. Even architecturally there was a break with the past. In contrast with the careful adaptation of the old buildings to new purposes, the new buildings were strikingly modern. Both styles were pleasing, but in juxtaposition there was a visual clash that the college community would have to live with as another symbol of its bifurcated past.

Not all that happened in 1967-1968 was happy news. There were ominous reverberations from the Psychology Department, chaired by Professor Frank M. duMas. During his first year, duMas had plunged into a myriad of activities, all well publicized in the student newspaper. DuMas congratulated the editor, "I do not believe I have ever seen a student paper do a better job, not only of reporting the hard facts, but also the abstruse nuances of psychological material."¹² Not only did duMas seem pleased with the newspaper, he expressed pride in his department and satisfaction with the administration, "In my opinion the responsibility for the exceptional growth and development of the Psychology Department is directly due to the vision and solid academic values of President Gerald Robins and Dean John Gleason."¹³

These would be the last public compliments paid the administration by Frank duMas, because the administration was not nearly so pleased with him as he with them. Early in 1968 Dean Gleason recommended to the President that duMas be relieved of his chairmanship. The recommendation was made after serious consultation with the other department chairmen. The grounds were general rather than specific, ineffective administration, adverse student reaction and alienation of actual and potential faculty.¹⁴ The last straw for Dean Gleason was duMas' salary recommendations which Gleason considered to be singularly inappropriate.¹⁵ President Robins handed Gleason's note to the newly appointed acting chairman Ed Edmonds, who read it to the members of the department with duMas present. Gleason was horrified that his confidential note was handled in this way. He blamed Robins in a later memorandum, "I couldn't believe it, that such a maneuver could be made by a responsible administrative head."¹⁶ DuMas was offended deeply by the demotion and still more by the humiliation of the public statement. The incident marked the beginning of duMas' campaign to bring down the administration. There are two interesting features about the duMas episode. One was the fact that in spite of their obvious dissatisfaction with duMas, Gleason recommended tenure and Robins concurred. The other strange feature is the fact that duMas never attacked the man responsible for demoting him, John Gleason. Since almost everyone else in the administration and on the faculty came under duMas' fire, the conspicuous absence of any criticism of Gleason became a cause of campus wonder.

Ironically, while Gleason was moving against duMas, Robins moved to demote Gleason. As in his decision to dismiss Dean James Clark, Robins made up his mind and then informed the key persons on his staff about it. No specifics were given, Gleason was simply not doing his job.¹⁷ With the memory of the ugly publicity which accompanied the firing of his previous Dean still vivid, Robins would not dismiss Gleason outright. Instead, Robins informed Gleason that he was to be the new Dean of Administrative Services. Gleason's trauma was of the di-

mensions of duMas'. "What inside turmoil I went through," he recalled.¹⁸ For a time Gleason considered contesting the decision. He called Floyd O'Neal to his office in his usual preemptory manner. William Quesenberry was already there when O'Neal arrived. Gleason was indignant, determined to resist what he rightly saw as a demotion. O'Neal stated firmly that he would not be a party to an internecine war. When Gleason realized that he could not count on the backing of the chairmen, the fight went out of him. As Robins and he drifted apart, Gleason made up his mind to leave Augusta College. He would stay another year though, because he wanted to participate in a State Department summer tour of India. It would have been better for his peace of mind to have resigned in the summer of 1968.

In early June, 1968, President Robins asked Floyd O'Neal, Chairman of the Chemistry Department, to assume the duties of the Academic Dean's Office. O'Neal accepted with the understanding that he would have the full authority of the office, although on an interim basis. O'Neal's first problem after assuming office on July 5 was the state of the Psychology Department. Frank duMas objected to teaching three courses, claiming special privileges as a full professor. A second duMas complaint was that the telephone had been taken out of his office. O'Neal explained that the phone belonged to the chairman's office, duMas was no longer chairman. DuMas complained that he was given no money for a student assistant. O'Neal pointed out the fact that duMas had spent the available money on his animal colony and beside the departmental secretary was ready to do whatever work duMas wanted. There were other incidents of this nature which duMas magnified into a deliberate campaign of harassment. He indicated that he would be mollified by a distinguished professorship.¹⁹

J. Gray Dinwiddie, then Professor of Chemistry at Clemson, did not know who nominated him, but he received a letter from President Robins in July inviting him to apply for the Dean's position. He had never thought about going into administrative work, but he was intrigued by the offer. Dinwiddie liked the Augusta campus and the people he met. He was subjected to the usual grilling by a committee of chairmen. The questioning of a candidate for a Dean's job covers the gamut of academic subjects and is always a gruelling experience. By August, Dinwiddie had decided to take the job, but because of the late notice he agreed to stay on at Clemson until the end of the Fall Semester.

Twenty-six new faculty appointments were made in 1968. Eleven were still on the roster in 1975. They were Edwin H. Flynn in business, Freddy J. Maynard in mathematics, Brooke B. Webber in biology, Thomas W. Ramage in history, Voila Sawyer in the Library, Charles D. Saggus in history, Richard Davis in English and Lennart Carlson in physical education. "J" "W" (Pete) Galloway became Golden Langdon's Assistant Dean. A welcome returnee to the College was former Dean Preston Rockholt, now Professor of Music.

Gray Dinwiddie, still at Clemson during the Fall of 1968, began to become involved in Augusta College's problems. Dean Floyd O'Neal kept him apprised of events thoroughly. J. Eugene Pierce informed him about the Business Department proposal for a graduate program. The proposal was sent up to the Regents, there to be rejected as premature. There was evidence, too, of a refractory faculty.

Augusta College was the only unit in the System which attempted to reject the new common core of courses which all units were asked to adopt. In October, in a stormy session, the faculty nearly rejected a statement on students' rights and responsibilities which it had no hand in drafting. The message was that the faculty, though not fully able to govern itself, would not be dictated to.

Frank duMas thought he would appeal to the new independence of the faculty to help with his problems with the administration. At the first meeting in September, Dean Floyd O'Neal asked the faculty to clear any statements made to the press on behalf of the administration with the administration, duMas raised the specter of censorship and asked where it would lead? DuMas complained of increasingly being disturbed, his classes were overloaded, he was, he thought, being deliberately harassed. Worse, he was left off the search committee which hired the new Psychology Chairman, Kenneth Stewart, whose appointment was dated December 1, 1968. Gray Dinwiddie in Clemson received dark reports from Frank duMas during that quarter term.

When Dinwiddie arrived to assume the deanship in January, 1969, he was thoroughly coached by Floyd O'Neal and Lee Wallace. President Robins allowed him to find his own way and John Gleason maintained a distant aloofness. There was one bit of business that had to be dealt with at once. Floyd O'Neal reported that he had heard casual reports that William Quesenberry did not have a doctorate. At the January registration, O'Neal had confronted Quesenberry with the rumor. Quite forthrightly, Quesenberry replied that he did not have the degree, but that Gleason had insisted on putting the Ph.D. in the catalog since Quesenberry had nearly completed the requirements at Columbia University. The new Dean could not believe the story when he first heard it, but it was soon confirmed by Quesenberry. Quesenberry had not made any attempt to claim a doctorate. He explained to Dinwiddie that he had told his students and his colleagues not to call him "Doctor." Without being asked, Quesenberry handed in his resignation. Thus, Dinwiddie had his first official crisis. He did not want Quesenberry to leave the college. Although from a strong Calvinist background, and perhaps as a reaction against that background, Quesenberry adopted a liberal pose which appealed to most of his students. They liked his wit and his intelligence. The members of his department were fiercely loyal to him. They had been attracted to Augusta College because they wanted to work for him. Their admiration was not shared by all of the department chairmen, some of whom thought that Quesenberry exercised undue influence over Dean Gleason. Off campus, Quesenberry was less popular. Superintendent of Schools Roy Rollins was reluctant to hire young teachers out of the English Department for a time because of hearsay reports of Quesenberry's irreverencies of one sort or another. The administration did not take these reports so seriously. When Quesenberry tendered his resignation, Dean Dinwiddie advised the President to appoint another chairman but to keep Quesenberry on the faculty. Robins concurred. Dinwiddie then began to investigate the credentials of every faculty member. To his surprise and consternation, there were no official transcripts for most of the faculty, merely checklists purporting to show that such transcripts had been received. Dinwiddie began the slow process of requesting new transcripts for each member of the faculty. He found eight wrong catalog listings,

all of them in Quesenberry's English Department. Five were listed as having a Ph.D. who, in fact, did not. Two were described in the catalog as "A.B.D." which is academic slang for "all but dissertation." Though unconventional and perhaps unprofessional, the description was not inaccurate. Dinwiddie sent a complete report on the results of his investigation to the Board of Regents and to the Southern Association.

In perspective, the serious error in all this was John Gleason's "window dressing" propensity which he brought with him to Augusta College. The Chairman of the English Department took advantage of this casual handling of academic degrees to improve the catalog standing of the members of his own department. Quesenberry's fault, though serious enough, is at least understandable. Catalogs are frequently inaccurate because they go to print so far ahead of time that changes occur in fact which are not recorded. Faculty members die or resign, new courses are added, old ones are dropped, the fees go up. Many colleges list a faculty member as having a degree because he sincerely intends to have it by the following fall. Anyhow, the mistakes of college catalogs rarely cause a stir for the good and sufficient reason that few outside the college ever read them. However, at Augusta College in the spring of 1969, the catalog was about to become a major issue. One reason was that Frank duMas decided to sensationalize the story and the other reason was that the students demanded to know what was going on.

The Emergence of Student Power

During the two years 1967-1969 the student body began to give notice that it was a power on campus. Under Editor Dan Chalk, the *Bell Ringer* achieved an excellence of journalism which has not been matched since. Coordinator of Student Activities Elizabeth deBeaugrigne had much to do with setting high standards for the paper and the still more difficult task of censoring without seeming to censor. A perusal of the issues of the student paper gives us an index to the shifting attitudes of the student body.

At the outset, Editor Chalk announced that it was the policy of the paper to focus on the news and events which most concerned the students. Events in the contemporary world were part of their concern. Students were polled on their reaction to the Detroit riots and Vietnam. There was a refreshing variety of opinion regarding the riots; on one extreme, "I believe they are Communist inspired" and on the other, "The poor feel left out and far behind and must rebel against society." Regarding Vietnam one said, "I think we ought to stay there and wipe them out" and another, "somewhere there has to be some sort of compromise."²⁰

Student elections were attended by more signs, speeches and general bally-hoo than before. And although only 20% of the seniors bothered to vote an encouraging 40% of the freshmen turned out in the October, 1967 Student Government contest.²¹ Robert Crout began a campaign for a college code for student rights and responsibilities. Roger Cox called for more campus activities, ". . . there is almost nothing going on outside the classroom."²² Jim Guillebeau took up the refrain, complaining that "A.C. has two intellectual activities, the academic clubs and the Friday night theological discussions at Mr. McLellands." Cox suggested that a

literary magazine might help.²³ Robert Crout joined his pen to the campaign, he thought that dormitories would foster an exchange of ideas. He argued that Augusta needed ideas, not clerks.²⁴ Still on the theme in December, Crout asked "What does the school offer for the students' cultural and political education? Presently the table offerings are mostly in the form of scraps and leftovers."²⁵ Perhaps it was not mere coincidence that the administration devised the Cullum lecture series that same December.

During the Winter Quarter there occurred the Great Jukebox Controversy. The Student Government and a faculty committee on student activities approved a jukebox for the student center. The idea was vetoed by the administration because not everyone liked a jukebox, because it would worry the staff people who worked in the center, because it would disturb classes, and because the new student center would be ready in a year or so. Robert Crout disputed all four reasons and a cartoon depicted Robins, Gleason and Thompson as the three monkeys, "See no jukebox, hear no jukebox, speak no jukebox."²⁶ A poll of the students indicated that sixty percent were in favor of the jukebox. Student Bill Harper chided the Student Government for jumping on the jukebox bandwagon and ignoring larger problems. A cartoon showed an automobile disappearing into a hole in the parking lot.²⁷ Editor Dan Chalk thought that the controversy was a tempest in a teapot. His editorial in the March 11 issue read, "A Juke Box Come Hell or High Water? Really!" Pointing out that there had been a recent meeting of top administration officials, department heads and student leaders about a jukebox, Chalk suggested that there were more important things to do. "The *Bell Ringer* is dedicated to expressing student views—whatever they may be—and it will continue to do this. The only thing worrying us is the level of student concern."²⁸

A more important issue was raised by a small group of students who wished to organize a unit of Students for a Democratic Society. They explained to President Robins that the organization would contribute to the much desired exchange of ideas. President Robins was sympathetic, but he felt that Augusta College was not ready for the S.D.S. He might have said that the Augusta community was not ready for S.D.S. When the *Augusta Chronicle* expressed relief that the threat of S.D.S. had been aborted the *Bell Ringer* staff took immediate issue. Robert Crout, an avowed conservative, thought that the S.D.S. should be allowed on campus, "The fears at this college are rather in the apathy of the student body. The presence of an active minority organization can stimulate interest and questioning."²⁹ Jim Moore wrote that the *Chronicle* had insulted the intelligence of the students, "as if not a student on this campus had the intelligence to investigate and decide for himself whether to kiss it or kick it."³⁰

There was another effort to revive the S.D.S. in October, 1968. Once more the idea was vetoed. "S.D.S. Dies Again," announced the *Bell Ringer*, "Perhaps someday the administration and student body of this school will be able to deal with a group like the S.D.S. on an intellectual rather than an emotional level."³¹

Editor Randy Lamkin took note of the duMas complaints during the fall of 1968 and suggested that a Faculty Senate be elected with autonomy proportionate to its importance, "There would be no undercurrent of dissatisfaction among the

faculty. And the administration would not constantly draw criticism as a benevolent (sometimes) despot.”³² After giving one bit of advice to the faculty, the students suggested another. An editorial by Lawrence Harrison called for graduate programs.³³ In a third example of unsolicited advice the Student Government presented a proposal before the December faculty meeting that the fifth period become a free period for meetings and activities. The faculty, still not accustomed to student advice, tabled the motion. However, the idea was sound and it was adopted in 1969.

Activities Coordinator Elizabeth deBeaugrine resigned in mid-year to marry Dudley Jervey, the College’s first Comptroller. The *Bell Ringer* paid her a parting compliment, “We love you Liz, baby. You are really a nice person, even if you are an ‘Administration’ and even if you do take too active a part in S.G.A.”³⁴ After Miss deBeaugrine’s skills in journalism and diplomacy were withheld, the student newspaper began a slow decline into sensationalism, *Augusta Chronicle*-baiting, sniping at Dean Golden Langdon and eventually poor taste and bad grammar.

Randy Lamkin began carping at Dean Langdon in the first issue of 1969. “He thinks the students are out to get him. He’s already called the F.B.I. six times this week, and it’s only Tuesday.”³⁵ Lamkin’s next article contained the single word “Pablum.” He explained that it was the only way to please everybody and stay out of trouble.³⁶

The newspaper under Bill Harper proposed to organize its own speaker series to enliven the intellectual atmosphere. The *Bell Ringer* Forum presented as its first visiting catalyst a student named David Simpson, self-styled activist and member of a group called Southern Students Organization Committee. That the administration permitted Simpson to appear was a novelty that required nerve. Many of the people of Augusta were certain to misunderstand; they would assume that the presentation of a speaker represented an endorsement of his views. Between the appearances of David Simpson in 1969 and William Kuntzler in 1974 there grew a gradual acceptance of the fact that a college is a place for raising questions. In 1969, many Augustans did not understand that fact. David Simpson called for a free university where there would be no grades or credits or even degrees, instead there would be classes and courses with a certificate of attendance at the end. He thought that the educational system was run by business and industry and was not concerned with student needs. These two general arguments were stock in trade during the sixties; they led to hundreds of experiments in the “free university” concept. However, the idea was new in Augusta. The *Augusta Chronicle* denounced Simpson as once a member of S.D.S. and explained that S.D.S. was a communist inspired movement to overthrow the American way of life. The *Herald* wagged a finger at the administration, “We would hope that those responsible for bringing speakers to the colleges and universities of this country could exercise a little better judgment about whom they invite to appear as campus speakers.”³⁷ “We were waiting for the editorial to see if it would be in the paranoid, persecuted spirit George Wallace aptly exhibited,” retorted the *Bell Ringer*. The fact that up to three hundred students jammed the lecture hall to listen to Simpson indicated that they were willing to give a hearing to dissidents, even if they had no intention of following.

Later that spring, Ralph Nader, the well known consumer crusader, spoke at Augusta College as part of the Lyceum Series. His theme was his first and perhaps least controversial locally, that of unsafe automobiles. Even so, Augusta College with David Simpson and Ralph Nader as a one-two punch had given a blow to intellectual apathy. The Sunday School tone which had characterized college programs virtually disappeared.

The *Bell Ringer* took the lead in other liberal causes. Black students had been admitted to Augusta College in 1967 without incident of any kind. The *Bell Ringer* bade them welcome in a tactful way. In February, 1968, *Bell Ringer* Beauty was Sylvia Grant, a black student from Jacksonville, Florida.³⁸ A year later the student paper warned that race relations in Augusta were not as happy as advertised and predicted a race riot in the near future, an interesting forecast in light of the riots of May, 1970.³⁹ Joseph Garrison's editorial was on the same theme in March, 1969. "Our punishment is to sail through life with the albatross of the Black Problem hung around our collective necks."⁴⁰

The DuMas Expose

In the spring of 1969, student opinion had become an important force on the Augusta College campus. An articulate minority championed liberal causes. The faculty had already demonstrated its independence. In March Constance A. Myers, an Assistant Professor in the History Department had been notified that her contract would not be renewed. She fought the dismissal, appealing to the Department of Health, Education and Welfare that she had been discriminated against specifically because she was a woman. Frank duMas decided that the moment had arrived to bring down the administration of Augusta College. In April he circulated a memorandum on and off campus suggesting that there was more sinister business going on than the matter of erroneous degree listings. The *Bell Ringer* joined in the attack. Bill Harper's editorial appeared with a four letter word blacked out. Harper made it clear that he had been forced to delete the word. He denounced the censorship as "a power move based on threats of future punishment," and described "the response of fear that runs throughout this campus." "What would be done," he asked, "about the duMas 'memorandum'?"⁴¹

Dean Gray Dinwiddie appeared to be equally anxious to explore the duMas charges. He requested the Faculty Policy Committee to investigate the matter and urged duMas to use the good offices of the committee rather than present his case to the assembled faculty.⁴² DuMas, encouraged by what he imagined to be evidence of student support, had no intention of burying his story in committee. Instead, he invited a reporter from the *Atlanta Journal* to accompany him to the May 14 faculty meeting. Faculty members were fully aware of duMas' intentions and not at all sympathetic with his methods. Various parliamentary tactics were invoked to deny duMas his moment. However, Dean Dinwiddie, as presiding officer, ruled that duMas could speak and speak he did. He denounced fraudulent degree listings in the official catalog and called for the resignation of President Robins. DuMas suggested that Augusta College be investigated by the Board of Regents, the Department of Health, Education and Welfare, the American Association of Univer-

sity Professors, and the American Association of University Women. He demanded to know why fear was so rampant at Augusta College and why 98% of the student body had not voted in a recent student election. The questions were designed for effect and they inspired the guest journalist to entitle her May 21 story, "Fake Ph.D.'s Peril Augusta College."⁴³

The fact that the news broke in Atlanta made it appear more ominous than it was. The Augusta newspapers seemed to feel betrayed. They accepted the authenticity of the story and believed that Augusta College was indeed in danger of some kind of academic collapse. "We expect better of A.C.," said the *Chronicle* editorially, "It is unpleasant news that such gross inaccuracies have been permitted, but the situation revealed by Dr. Frank duMas of the college's Psychology Department has a vital bearing on the integrity which should be the very soul of a public educational institution such as Augusta College."⁴⁴

President Gerald B. Robins was, of course, the man in the middle of the sudden maelstrom of accusations. He explained to the press that the college had nothing to hide. The catalog errors had been caught and corrected, the Southern Association and the Chancellor's office had been apprised. Robins made it clear that John Gleason was the man responsible for the faulty listings. Gleason attempted to make light of the whole episode, "I couldn't imagine anyone writing a story based on catalog errors," he told a reporter. "As far as our accreditation is concerned, this will not affect it at all. We are not accredited by our catalog."⁴⁵

William Quesenberry was the target of the duMas expose. On the day after the Atlanta *Journal* story appeared, Quesenberry again handed his resignation to Dean Dinwiddie. Frank duMas had hoped to win over the increasingly vocal student leadership, instead there was a massive rally in support of Quesenberry. Over a thousand students gathered in the College Activities Center to voice backing for a Student Government resolution calling for Quesenberry's reinstatement.⁴⁶ President Robins was inclined to listen to the strong appeal, but the decision was taken out of his hands by Chancellor George Simpson.

Even before he visited Augusta College to "get all the facts," as he expressed it, Simpson was making noises that boded ill for Gerald Robins. In an extraordinary interview reported in the Sunday morning *Chronicle-Herald*, Simpson seemed to have already made up his mind. He was portrayed as "shaking his head in disbelief as he leafed through a file on Augusta College." Simpson asked the reporter, "How can you raise his [Quesenberry's] salary [as the college did] without seeing, without checking, if he completed his doctoral work?"⁴⁷ Indeed, one of the chief perils to Augusta College at the moment seemed to be the wrath of the Chancellor. The Augusta *Herald's* banner headlines on May 26 read "A.C. Awaits Visit from Chancellor." The account described the college as "braced" for Simpson's visit "as it strove against a two-pronged attack." The newspaper reporter believed that the Chancellor was one prong and the Office of Civil Rights the other. Actually the two formed a phalanx. Both were intent on investigating charges of discrimination lodged by Mrs. Constance Myers. The visit of Simpson and Dr. Hugh Brimm from the Civil Rights Atlanta bureau rated headlines in Tuesday morning's *Chronicle* as the high carnival of sensationalism continued. The news

account quotes Mrs. Myers as saying that her complaint began after she raised an objection to having to teach two courses at the Augusta College Fort Gordon Resident Center two quarters in a row, an "assignment which no male had had." Department Chairman Calvin J. Billman said that Mrs. Myers' charges of discrimination were "utterly ridiculous."⁴⁸

Within two days Augusta College was investigated by the Civil Rights unit, by the Chancellor, by Vice-Chancellor H. F. Robinson and Executive Secretary of the Regents, Henry Neal. President Robins, all but overwhelmed by the unwelcome attention, struggled to reestablish his position. He told the press that the visit of the higher officials had been helpful. He explained that by virtue of their visit, they were better informed of the state of affairs at the College. The implication was clear, the problem was not with the College but with the state of panic at the higher level. Gray Dinwiddie added a mild complaint, "Like the Supreme Court, Augusta College is not being directly accused of wrongdoing. It's the appearance of wrongdoing that is at issue."⁴⁹ At the same time he announced that an interim grievance committee had been created at the college and was prepared to hear complaints from duMas or Myers.

Even as the two top administrators fought for the good name of their institution, they received the worst possible information from a totally unexpected quarter. As part of his wholesale check on the authenticity of faculty degrees, Gray Dinwiddie had asked Columbia University in New York to confirm John Gleason's Doctorate in Education. The Columbia registrar replied that he had no record of John Gleason as a doctoral student. Robins confronted Gleason, demanding to see his doctoral degree. Gleason produced a diploma, not from Columbia, but from Calvin Coolidge College in Boston, Massachusetts, an institution without regional accreditation. "I did not feel the degree [from Coolidge] was an adequate substitute for what he told us he had," Robins was quoted as saying in what was surely the understatement of the month.⁵⁰

It was Robins' acutely embarrassing duty to inform the Chancellor of the new turn of events. Simpson, incredulous, sent a personal envoy to check the records at Columbia. The story was released from the Chancellor's Office and again it made the headlines.⁵¹ Gleason's resignation was immediate. He made a statement to the press which was singularly unrepentant, if not defiant. After reviewing his academic record and achievements, he said, "I expect to continue working in the areas of my competence and experience."

President Robins attempted to extricate himself from the scandal by explaining to reporters that Gleason had come to him "highly recommended" and that Gleason's academic records were filed "with the University System."⁵² The clear indication that the responsibility for hiring John Gleason lay with the Chancellor's office did little to restore harmony between Simpson and Robins. "It may be there are some other things that need doing," Simpson told a reporter as he prepared for another descent upon Augusta. Meanwhile the Board of Regents adopted a resolution deploring the inaccurate degree listings in the Augusta College catalog. The whole matter was incredible, Simpson told the Regents. He threatened legal prosecution of John Gleason for having signed a contract under false pretenses.⁵³

The latest sensation brought not only another visit by the Chancellor and Vice Chancellor, but for good measure the Civil Rights investigators returned for a closer look. By this time the student newspaper had changed its position. For months it had been critical of the administration. Now it moved to Robins' side. John Donnelly's editorial on June 30 was critical of the role of the Chancellor in making a scapegoat of Quesenberry. John Landy Butler wrote with irony about the visit of the federal inspectors, describing them as upset and suspicious when none of those questioned complained of discrimination. Butler could understand their surprise, after all Augusta was in the heart of "Maddox Country," but "I cannot, however, understand the apparent anger of these men at the lack of racism at AC."⁵⁴

The defection of the student newspaper was a minor loss to Frank duMas. His campaign was on the verge of complete success. Quesenberry was gone, Gleason was gone, and Robins was in serious trouble. On June 24, 1969, duMas filed a one million dollar lawsuit against President Robins and former chairman Ed Moon Edmonds. The charge was malicious defamation of character, a reference to the statement read by Edmonds to the members of the Psychology Department setting forth reasons why duMas had been relieved of his chairmanship in 1968. The news story which described this latest bit of campus unpleasantness began a practice which was continued for the better part of a year of identifying duMas as the professor who uncovered the fraudulent listings.⁵⁵

The lawsuit effectively muzzled President Robins for the duration of the duMas controversy. Regardless of what charges might be circulated in the future, Robins would remain mute before the public. Anything he said might prejudice his case in the impending court fight. In a sense, duMas won his victory even before the official hearing. Among circumstances known only to himself and to the Chancellor, during the month of August, Gerald Robins resigned his presidency. The news was kept secret until the following February. If it had been released immediately, news of the resignation might have been interpreted by the public as a capitulation to the duMas charges.⁵⁶

The tragic figure in the fall of the Robins administration was not Gerald Robins himself, because Robins finished out his term with dignity and grace. He had the support of the chairmen and the faculty who had not yet become aware of his secret resignation. He went on to a research appointment in the University System and later to a college presidency in Texas. Nor did Quesenberry leave Augusta in disgrace. He accepted a position as Director of Admissions at a distinguished northeastern college, and he departed with high recommendations from Gray Dinwiddie and with ample evidence of the good wishes of the students and faculty. The tragic figure was John Gleason.

During the last months of his stay in Augusta, Gleason became increasingly withdrawn and depressed, "I am not a psychologist," he wrote later, "I must be careful of my terms, but I was aware something was happening to me, and I now believe, in retrospect, that a mental illness was developing." It was in this sense that the events of the spring of 1969 were tragic, in the inner scars left on the personality of John Gleason. Frank duMas may have suffered more than Gleason

did, but duMas sought solace in inflicting pain on others, Gleason simply went away. He started a new life in California. In 1974 he reviewed the intervening years and wrote, "It has taken several years to recover, and I must say that the result has been a complete internal and external change in my life. I believe the experience has made me a better person."

In the same 1974 memorandum John Gleason expressed two sentiments which he has not stated before. "I shall do now what I should have done a long time ago, and that is apologize for the embarrassment I caused the college and the fine people in it, many of whom still remain friends . . . While a traumatic experience in my life, I look back with feelings of warmth and satisfaction for being a part of those exciting and formative years of Augusta College. The college and the faculty and the staff have my sincere prayers for a great future."⁵⁷

The DuMas Ordeal

The tragedy of Frank duMas had to be played to its conclusion. Unfortunately, the last act was a tortuously long one, two years long to be exact. It began with the formal dismissal of Professor duMas in October of 1969. DuMas struck back in an eighteen-page document which he circulated throughout the University System. He charged that "there have existed under the present AC administration unfairness, harassment, injustice, cronyism, pervers, questionable relations between administrators and undergraduate students of the opposite sex, administrators on campus under the influence of alcohol, academic frauds, falsification of credentials for accreditation and the possible misuse of state funds."⁵⁸ DuMas concluded his report with a request for funds for his own legal defense.

In addition, duMas fought his dismissal by demanding a review by a faculty committee and if necessary, a committee of the Board of Regents. The procedure was entirely proper, but it was unprecedented in the college's history. The faculty board of review was not quite certain of its charge; there were only the vaguest ground rules. The committee did not think to limit duMas' time for presenting his case, as a result he took a full twenty hours. The administration position was not well represented; Kenneth Stewart, duMas' chairman, was not called to testify. The committee decided that dismissal was not justified and then rapped both parties on the knuckles. DuMas was charged with poor judgment in broadcasting his accusations and the administration stood accused of harassing duMas. The worst instance of harassment was the much-mentioned reading of duMas' shortcomings to the members of the Psychology Department.⁵⁹

The verdict was a triumph for Frank duMas, another crushing blow for President Robins. Above all, it tended to confirm the newspaper image of duMas as a Sir Galahad. The general faculty reaction was one of surprise and dismay. There was an intra-college rallying about the administration on the part of the faculty, staff, and students as confidence in Robins dwindled outside the campus. Meanwhile, duMas was notified of his reinstatement and the scheduled Regents' review was cancelled.⁶⁰ President Robins made one of his rare appearances before the faculty to urge one and all to come together in mutual trust.⁶¹

If Robins hoped that he could finish out his last term in some measure of tranquility, he was doomed to disappointment. DuMas was encouraged by what he took to be a vindication to step up the tempo of his attacks. In November the *Bell Ringer* published an article by duMas about general corruption at Augusta College. There were allegations that the Georgia Railroad Bank controlled not only the college but the Board of Regents. Roy Rollins was one of those anxious foster fathers of Augusta College who visited Regent Roy Harris to find out what could be done about the situation at Augusta College. Harris reassured Rollins that the next president would take firm control.⁶² Indeed, the next president visited the Augusta College campus during the Christmas recess. Alone and unrecognized, George A. Christenberry strolled around the historic grounds, taking the measure of the place. He could take the long view of what Augusta College would become, and he liked what he saw.⁶³

Gerald Robins' view was less pleasant. Apprehensive because of duMas' unexpected attacks, Robins became more secretive than usual. He did his own typing, kept his own files. He even recorded visitors conversations on tape to protect himself. The *Bell Ringer* printed a devastating satire which was at the same time an apt description of Robins' last months. DuMas was disguised thinly as "Flinnap."

So Flinnap, despite his faults, was restored
And the king's prestige was hopelessly gored
And as the king's prestige is diminished
So the country goes; its honor finished.
See here how the country became a wreck
Just to save a miscreant's neck.⁶⁴

In February, Robins revealed that he had resigned during the previous August. A search committee for a new president was established and it entertained nominations. In March the committee reported to the faculty that three candidates had been interviewed. On March 17, the committee informed the Chancellor that it was prepared to reach a decision. Chancellor Simpson instructed the Committee to involve the Student Government President in the deliberation. On the following day the unanimous nomination of George A. Christenberry was presented.⁶⁵

With its President a lame duck by virtue of his impending retirement as well as the duMas lawsuit, the faculty struggled toward a responsible leadership role. Gray Dinwiddie prodded the faculty to draw up a Code of Ethics as part of a general plan of governance. Frank duMas took immediate alarm and circulated two of his special kind of memoranda. He accused the administration of injustice, unfairness, mistreatment, discrimination and harassment. The Code of Ethics was another ploy to silence him, he believed.⁶⁶ At the February faculty meeting duMas was dealt a setback when his proposal for an administration code of ethics was tabled by a vote of 54 to 27.⁶⁷

Another memo followed the faculty meeting accusing Dean Dinwiddie of exerting undue influence on the faculty and of operating through cronies.⁶⁸ At the March meeting duMas moved that the faculty investigate the "vicious technique

of financial harassment" on the part of the administration. Kenneth Stewart spoke against the resolution, separating the true from the untrue allegations in the duMas charges. Again the faculty vote was massively against duMas, 77 to 20.⁶⁹

The faculty had floundered about for almost a year, unable to deal with duMas' methods. Finally the initiative was seized by Preston Rockholt who was determined to use democratic procedure to harness the abuse of democratic practice. He introduced the following resolution to the March faculty meeting, "Whereas Dr. Frank duMas has written and circulated a four-page memo date February 24, 1970, in which he makes serious charges against various members of the Augusta College Faculty:

"Be it Resolved that the faculty of the College, finding that proper and debatable substantive issues are confused by personal pique, disapproves of the manner and tone in which these charges are made and calls upon Dr. duMas to refrain from further public attacks upon his colleagues and to submit any alleged grievances through proper faculty channels." Two younger members of the faculty, Patrick Garrow and Eliot Glassheim, joined Rockholt as co-sponsors of the resolution.

Frank duMas correctly assessed the portent of the Rockholt resolution. He saw that it would ruin his public credibility and passionately appealed to the faculty to reject it. His professional reputation would be damaged seriously, he pleaded. With the issues thus clarified, the faculty expressed itself, 82 to 18, in favor of the Rockholt motion. The vote was a landmark, a point of no return for Frank duMas and a coming of age on the part of the faculty.⁷⁰ At its next meeting, the faculty went on to adopt a code of ethics, including a statement of grounds for dismissal.⁷¹

Although Frank duMas stood repudiated by his colleagues, he seemed driven to press on with his unique crusade. The change of administrations in June 1970 mattered not at all, as duMas later explained it, "Dr. Christenberry sounded like ex-President Robins, the obvious conclusion being that both were taking their cue from Chancellor George Simpson."⁷²

After a period of relative quiet, duMas circulated another of his memos. Contrary to the faculty admonition, the memorandum of January 27, 1971 was sent to persons outside the college community. In it duMas explained that the Christenberry administration was as bad as that of Robins. He attempted to win the faculty away from their support of the college by telling them that they had been duped by the administration, "Dr. duMas has suffered *locally* from your censure; AC faculty has suffered state-wide and nationally by your censure of Dr. duMas. If the AC faculty should again permit itself to be used by the power structure it might take a generation instead of a decade to rebuild our academic image."⁷³ DuMas denounced the college Self-Study as a white-wash, even though the Self-Study at that time was far from completion. DuMas' own estimate was that he had held fifty hours of discussion and had written or received thirty letters on the subject of the Self-Study. He sent certified reports of the purported white-wash to Chancellor Simpson and Regents Secretary Henry Neal.

On February 2, 1972, President Christenberry asked duMas to put his charges in writing and to substantiate them. When duMas continued to broadcast his ac-

cusations, Christenberry wrote again on March 8 in the strongest language he could muster. "I find it necessary to issue this warning to you. If you do not cease and desist—appropriate action will have to be initiated immediately to separate you from this institution."⁷⁴ Instead of ceasing and desisting, duMas amassed all of his charges and had them printed in a hundred page report entitled *Augusta College: 1971, A Minority Report*. The report was the same admixture of fact and innuendo characteristic of his memos. In this, his magnum opus, duMas raised his sights to attack the Georgia Railroad Bank, the Augusta power structure, the military establishment, former governor Carl Sanders, Chancellor George Simpson and the Board of Regents. In addition there were potentially libelous statements referring to alleged instances of moral turpitude on the part of Augusta College personnel. *The Minority Report* was mailed to all other units in the University System, to colleges outside the System, to public libraries, to newspapers and television stations.

Floyd O'Neal immediately filed a grievance against duMas, stating that duMas had violated the faculty mandate by broadcasting his charges the way he had. The outburst of muck-raking received front-page treatment in the local press and forced a reluctant George Christenberry to make a public statement. The duMas report, he said, "consists, in my opinion, of allegations with no regard to the structure and organization of the college." He said that he had hoped when he took over the administration to exert all his energies to the development of an institution in which the people of Georgia would be proud. It was regrettable, he thought, that he had to spend so much time on the duMas controversy. In reporting Christenberry's remarks the news story, as usual, identified duMas as the professor who had been dismissed after disclosing the inaccuracies in the catalog and had later been reinstated by a board of review.⁷⁵ The college administrators complained that the characterization was somewhat obsolete.

Christenberry had moved cautiously against duMas. He had consulted with his faculty advisory board and with legal counsel before each of his written warnings. He had arranged several opportunities for duMas to participate in the college Self-Study. On December 11, 1970, duMas met with Floyd O'Neal, director of the Study and made general, unsubstantiated charges. On January 19, 1971, when another meeting with O'Neal had been scheduled, he failed to appear. Another special meeting was set for February 11, 1971, this time with three other members of the Self-Study committee, Professors Markwalder, Williams and Burd. DuMas answered the request for substantiation of his allegations by saying that he was not going to do the committee's homework for them.⁷⁶ When duMas chose to print his still unsubstantiated charges and indeed, to enlarge upon them in the grossest terms, then President Christenberry moved to dismiss duMas, giving his reasons and documenting them. DuMas had sought to foment conflict and controversy; he had sought to undermine the discipline of Augusta College by continued acts of insubordination directed toward the administration; he had demonstrated incompetence in the classroom by introducing personal controversy. As a result of the duMas campaign, Christenberry charged, the reputation of the College had suffered. Finally, and most to be deprecated, duMas had made false and malicious charges about faculty members and had thereby demonstrated irresponsibility.

Since Frank duMas requested the usual hearings, the President appointed a faculty committee, suggesting that the hearings be private and that an observer representing the American Association of University Professors be invited to attend.⁷⁷ The duMas appeals committee, profiting from the experience of its predecessor, allowed each party two hours to present its case, with the option of an additional hour each. Each had one-half hour for refutation and summation. Witnesses were allowed and were subject to cross-examination. A court stenographer was hired to record the proceedings. Frank duMas was advised that he might be represented by counsel. He was invited to submit whatever material he might wish to bolster his case. DuMas sent copies of his own *Minority Report* to the committee.⁷⁸

When the duMas hearings began on July 16, 1971, in the Towers Room of the College Activity Center, it was with all the ritual and ceremony of a formal judicial proceeding. The five member hearing committee sat at the head of the room. To their right were two lawyers from the Attorney-General's Office in Atlanta, representing the College. Opposite them was Frank duMas, representing himself, and a court stenographer who repeated everything that was said into a curious face-mask recording apparatus. The mask was uncomfortable enough to require periodic interruptions so that the stenographer could massage his face into shape. President Christenberry was present, as were a local and a state representative of the American Association of University Professors.⁷⁹ The President of the Student Government, Allen Green, was also an invited observer.

The College presented a parade of witnesses, each of whom was questioned by duMas, sometimes cruelly. DuMas presented three students as character witnesses in his own behalf. However, his major defense tactic was to question each member of the hearing committee individually. He asked each in the absence of the others, if he had read the duMas *Minority Report*. Each member had read it, of course, since duMas had presented it as his defense. Then he attempted to show that the members of the committee had already formed an opinion before the hearing and therefore were prejudiced. He obviously was building grounds for a later appeal.

The hearing committee unanimously upheld the President's dismissal of duMas on five of the six charges made against him. There was not enough evidence presented to rule on the question of incompetence in teaching. The verdict of the faculty panel was published in the newspapers without embellishment and brought to an end two years of duMas sensationalism. Any further duMas charges would be rejected by a now skeptical press. The long standing lawsuit duMas had filed against Robins was quietly dismissed and a Regents' review of the duMas dismissal was not mentioned in print.

The Regents' hearing took place on August 31, 1971. DuMas could not have helped his cause by beginning his defense by an attack on the members of the Regents' committee. One member was denounced as an appointee of Carl Sanders, another as a crony of George Christenberry. DuMas' most interesting criticism was that most of the Regents were lawyers and "lawyers have ethical problems very peculiar to their profession." Since lawyers are "amoral in their approach,

Dr. duMas' case can only be hurt by such a preponderance of lawyers on the Board of Regents."⁸⁰

On September 15, 1971, Frank duMas issued the last of his broadsides. It began, "I was informed that on September 8, 1971, the Board of Regents voted unanimously to fire me from the University System of Georgia . . . This will be my last communication to you."⁸¹ This last memorandum reveals that duMas' quarrel was no longer local and could hardly be called petty. He placed primary responsibility for his firing with the Pentagon, "because I exposed the militarization of academia." Secondly he blamed "some business organizations . . . because of their domination of financial matters connected with education." Nowhere did he mention the lesser fry on the Augusta College administration and faculty, his sights were on loftier goals, the stemming of "the repressive tide engulfing our society at this time."⁸²

And so Frank duMas left Augusta College to wage his own particular campaigns on other fields of strife. He left a scar on the history of Augusta College. His *Minority Report* is scattered across the country; in many libraries it is the only source of information about Augusta College. His frequent memoranda to other colleges caused an unpleasant notoriety to attach to the College's reputation. Fair-minded people were inclined to discount ninety percent of what duMas wrote, but they believed that something must be seriously wrong in Augusta. The decline in the Regents' allocation of funds to Augusta College is ascribed by some college administrators to doubts raised by duMas. The actual decline in enrollment in 1969 during a decade of otherwise uninterrupted growth was referred to as the "duMas dip."

There was wrong-doing, and it can be quickly summarized.

Gerald Robins should have set up a search committee to examine candidates for the Dean's position. He should not have accepted the nomination of John Gleason from someone in higher authority without checking Gleason's credentials.

The most serious instance of wrong was Gleason's claim to a doctorate from Columbia University.

William Quesenberry was wrong in permitting phony degrees to be listed in successive catalogs.

The press and indeed the Chancellor's Office should not have responded so enthusiastically to the duMas charges.

By the end of the 1971-1972 academic year, life at Augusta College had resumed the even tenor of its accustomed way. In President Christenberry's annual report the duMas affair rated only a casual obituary, "The resolution of the unpleasant personnel problem in the Psychology Department was finally accomplished and with a new chairman, academic work in this area is moving forward nicely."⁸³

CHAPTER TWELVE

Communications Is The Key

THE FEATURE STORY in the Sunday *Chronicle-Herald* supplement on October 18, 1970, was about George A. Christenberry. The characterization of the new President was a prophetic resume of his first five years in his office. He was called a "man who likes to get things done and, at the same time, to keep all facets of his college community in communication with him . . ."¹ Christenberry was one of the major reasons for the resurgence of public confidence in Augusta College. Possessed of a commanding presence and impeccable integrity, Christenberry quickly convinced some of those who wondered and wavered that the situation on the hill was properly under control.

George Christenberry was the first Augusta College president who had previous senior college administrative experience. He had experience to spare. Born in Macon, Georgia, Christenberry grew up in Greenville, South Carolina where his father served as Clerk of the Court of Common Pleas from 1928 until his death in 1955. He finished high school in 1932 and entered Furman, the home-town college. A newspaper delivery route and a summer job in a near-by cotton mill helped put him through college. He did well enough to earn a magna cum laude and landed a botany assistantship at the University of North Carolina. After his first year at Chapel Hill, he married his college sweetheart, Mary Elizabeth Reid. Mrs. Christenberry fortuitously landed the job of secretary in her husband's Botany Department. It took him only four years to get the doctorate; Christenberry's thesis research was a study of a peculiar group of fungi in the southeastern United States.

At the tender age of twenty-five, Christenberry was Acting Chairman of the Biology Department at Meredith College in Raleigh, a Baptist School for women. In 1943 he applied for a commission in the Navy and accepted an assignment to teach physics on an accelerated basis at Furman for the Army Air Corps. When that program closed he accepted his Navy commission. Thanks to an intense indoctrination course at Princeton he became a radar specialist. Christenberry was assigned to a transport carrier and saw action in the Okinawa invasion. The end of the war cancelled the planned attack on the major Japanese islands. Instead, Christenberry was given the job of setting up a school for naval personnel in Honolulu; over 4,000 enrolled in the instant institution.

In February, 1946 he was back at Furman. He did guidance work until September when he returned to the teaching of biology. In 1948 he was named Dean of the Men's College. The usual problems associated with dormitory discipline were exaggerated by the massive influx of returning veterans. When Shorter College in Rome, Georgia, called Christenberry to its presidency the transition was radical, from male problems to those of a women's college. Shorter was a fashionable woman's college which found itself inhibited by its own traditions and beset by financial woes. Christenberry presided vigorously over a modernization program, changed the college to a co-ed status, added business courses, opened the school to commuting students and raised money for renovating the aging campus buildings. At Shorter, Christenberry earned the reputation for getting things done.

It was back to Furman in 1958, this time as Administrative Director, a trouble shooter's job on an expanding campus. He soon graduated into the more prestigious position of Vice President for Development and spent most of his time

trying to raise \$30 million to pay for the new Furman. When an opportunity presented itself to return to biology, his first academic love, he took it, becoming Chairman of the Biology Department of Georgia College in Milledgeville, Georgia, in 1964. He managed to stay out of administration only a year, because in 1965 the dean retired and Christenberry was handed the position. In 1967-1968 he served as Acting President of the historic institution. The Christenberrys seemed to have fallen into a pattern of five-year cycles and on schedule the presidency of Augusta College beckoned in 1969. With the remarkably rich and varied record he had, showing experience in every aspect of administration, Christenberry was easily the outstanding candidate for the position.

When Christenberry visited the Augusta campus in the winter of 1969 he was attracted by the historic buildings and grounds, older even than those of his college in Milledgeville. He was familiar with the fine academic reputation of the former Junior College from his days at Furman. Nor was he unaware of the duMas affair. Regent Roy Harris outlined the apparent disintegration of Augusta College and asked bluntly, "Do you think you can be mean enough?" George Christenberry was entirely confident that, if necessary, he could be mean enough. When he made his first informal appearance on campus in March, 1970, he thought he sensed an undercurrent of unrest and possibly of fear.² There was reason, that spring of 1970, for George Christenberry to sense tension, if not actual fear. The faculty had pulled itself together in that same month of March to reprimand duMas. Gerald Robins was virtually isolated in his office. The student left was never so numerous and vocal. The anti-war movement had arrived on the Augusta scene belatedly in a moratorium demonstration in the Fine Arts Center the previous November. Coincidental with that movement was the formation of an Augusta College Committee to End the War in Vietnam Now. That Committee evolved into a larger group calling itself the Augusta College Student Mobilization Committee to End the War in Vietnam. During the spring of 1970 the Mobilization Committee made life miserable for Dean Golden Langdon and for all campus conservatives who took the student pronouncements seriously. The group advertised a fictitious campus appearance of Abbie Hoffman. On another occasion it called for a student strike. One of its listed demands was "the immediate reinstatement of all academic prisoners who have been confined to the outside world because of failing grades."³

Black students on campus were on edge that spring. Sylvia Grant, a black student, had been elected Miss Christmas Belle. Allen Green complained in the March 12, 1970, *Bell Ringer* that Miss Grant was slighted in the home-coming caravan, she was not provided with a suitable car or flowers. A delegation of black students took the floor at the half-time of a Jag basketball game and refused to permit the game to resume until appropriate apologies were made. President Robins kept a calm demeanor as he went among the students defusing a potentially explosive situation.

The Student Mobilization Committee espoused the cause of black students and black Augustans generally. The Committee sponsored the campus appearance of Grady Abrams and Bob Williams, two outspoken opponents of the Augusta

political structure. On April 27, 1970, the Committee contributed a full page article in the *Bell Ringer* on the problems of black Augustans. That the concern of the college students was justified was demonstrated by the worst riot in Augusta's history which erupted in the city's largest black ghetto on May 11, 1970. Governor Lester Maddox sent in the national guard after six blacks had been killed amidst scenes of burning and looting. The entire city was engulfed in a wave of terror as fantastic rumors of a black panther invasion were circulated.

There were bitter editorials in the *Bell Ringer* by John Donnelly and Bill Harper. "Now there are six Augustans dead—but we continue to turn our minds from the encounter with the real, and it is 'classes as usual' at A.C."⁴ To say that classes were usual was a gross understatement of the situation. Because of the curfews imposed by the police, evening classes had to be interrupted. The scheduled May 12 address by William Arrowsmith was cancelled. Dean Gray Dinwiddie issued a memorandum that all college activities be suspended in time for everyone involved to meet the curfew deadline. At the same time he urged the faculty to consider alternatives to final exams if it became necessary to close the college.⁵

The students were now concerned in a more immediate and personal way than ever before. A large group of them gathered to listen to Lieutenant Tom Olds, a respected black Augusta policeman, ask for sympathy and understanding for the problems of black Augustans. Black activist Leon LaRue and white civil rights worker John Warren urged the college students to attend a demonstration in the "Terri," the black neighborhood which was the scene of the worst rioting.⁶ There was tension to spare as black and white Augustans suddenly looked at each other as potential antagonists.

The spring of 1970 was the season for liberal causes. Ecology was the newest issue and A.C. students showed the kind of enthusiasm they usually reserved for their basketball heroes in promoting Earth Day on April 22, 1970. Another large crowd turned out to hear Linda Jenness, Socialist Party candidate for Governor. When the *Augusta Chronicle* expressed disapproval, the Student Mobilization Committee issued a mock press release stating that armed guards had been provided for the protection of any professor who espoused relevant issues and any speaker considered undesirable by the local news media.⁷

There was an abundance of relevance that spring. The college publication "This Week" which announced the first appearance on campus of future prexy Christenberry also revealed that Charles Weltner and Maynard Jackson would speak on contemporary Georgia politics. In addition a series of seminars entitled "Discussion 70" was announced. Topics for consideration were Vietnam, the future of institutional religion, the Vista programs, ecology in Augusta, and a process view of God. This potpourri was the brainchild of the college's newly appointed Callaway Professor of Philosophy, Creighton Peden.

The point might be made that the various tensions and spasms endured by the college community, from the faculty harnessing of Frank duMas to the brief appearance of an underground campus newspaper, represented the throes of maturation. When the imposing figure of George A. Christenberry appeared on the scene, preceded by his more formidable reputation, it might well have been that

the worst of the growing pains had already begun to subside. The Student Government Association had just completed a new draft of its constitution. The faculty, prodded by the democratic-minded Dean Dinwiddie, was well launched into a massive self-evaluation for reaccreditation. During the course of the year the faculty had decided that it really needed a set of by-laws by which to govern itself, just as earlier visiting committees had urged. When President Christenberry took office on July 1, he was faced with a request from the Chancellor to forward the college statutes to Atlanta. Christenberry's first memo to his Dean read, "Gray: Do we have statutes?"⁸

Dinwiddie replied that there was a first draft of a college governance document available. He also presented other evidence of faculty initiative. A graduate studies committee had surveyed the public school teachers, the staff at Fort Gordon, the industrial and business community and the seniors at local colleges. There was hard data that masters degree programs in business administration and in education were needed and there was much interest in other areas of graduate study. Dinwiddie suggested that the Chancellor be informed of the preliminary planning. There was an urgent need for new space. Dinwiddie advised converting the sixth and last warehouse building to use for specific programs; he listed nursing, psychology, education and perhaps physics. A new library was badly needed, Dinwiddie suggested, and they might want to include other kinds of educational media in the expanded facility. An important question dumped into the new president's lap was what to do with the nearby Boykin Wright estate, recently donated. Another tantalizing question was the ever recurring one, should Augusta College become a residential college? There was a distinct possibility of the College's obtaining the Lenwood Hospital if and when a new veteran's hospital was built. The prospect of a dual campus conjured up visions dormant since the era of Eric Hardy.⁹

Christenberry incorporated the suggestions into his own plan of action. He told a *Bell Ringer* reporter that graduate programs were in the offing, with education and business administration the first. A library building was his top priority followed by the conversion of the sixth warehouse building. The long discussed and much deferred gymnasium was deferred again. On the subject of controversial speakers on campus, another hot issue at the time, he thought that there ought to be a balance in the viewpoints expressed.¹⁰

Golden Langdon's resignation left two of the major administrative positions open. John Gleason's slot had never been filled. The *Bell Ringer* editorial welcoming Dr. Christenberry made a rare gesture of support for an administrator. It urged that Assistant Dean "J" "W" (Pete) Galloway be promoted to Dean of Students. Galloway was "one who has very open communication lines with this student body."¹¹ It was Galloway's idea to establish an interracial council in the aftermath of the May riots. Acting upon a search committee's recommendation President Christenberry appointed Galloway Dean of Students. He earned another round of *Bell Ringer* applause when Roscoe Williams became the first black administrator as Assistant Dean.¹²

A nation-wide concern across college campuses in the spring of the Cambodia intrusion was the possibility of student riots. The memory of the confrontations

at Kent State and Jackson State was a raw scar. Augusta College was not the sort of place where riots happened, but the same had been said of Augusta, and the May riots were the worst since 1865. Before Christenberry arrived on campus there was a near-riot when an anti-war rally erupted. A small group of students and a faculty instructor attempted to make off with the American flag flying in front of the administration building. The Jasper of the moment was Comptroller Billy B. Thompson, who snatched up the flag and took it to safety. The demonstration dissolved.

It was against such a background that President Christenberry reorganized the campus security force and appointed Julian Armstrong Director of Public Safety, a title which implied something more than traffic supervision. Christenberry was quoted in the *Chronicle-Herald* as defending freedom of dissent as long as it did not abridge the rights of others, but if there was disruption of any kind the offenders would be subject to disciplinary action.¹³

Another widespread problem in 1970 was the use of drugs. Christenberry again decided to prevent a crisis by preparing to meet it. He named a student-faculty committee on the use and abuse of drugs. The committee defined itself as an agency for disseminating information. The committee met regularly all year long and then suggested that it was no longer serving a useful purpose. Indeed, whether because of the educational campaign on the ill effects of drugs or for other reasons, the drug problem was never as severe on the college campus as it was in some of the area high schools. There was evidence of the widespread use of marijuana. A survey in the winter of 1972 showed that 25% of the student sample of 500 used pot at least occasionally. Still this was significantly below the national campus average of 50%.¹⁴

After the appointment of Galloway, Williams and Armstrong, Christenberry chose a member of the old guard for the next major post. Preston Rockholt became Associate Dean, Gray Dinwiddie's right hand man. Of Augusta College's first three Deans, Rockholt was the only one who had satisfied the faculty, the students and Persident Robins. He had left Augusta in 1964 and returned during the Winter Quarter, 1969. Rockholt was given direction of the choir which had been ably conducted by Emily Remington serving on a part-time basis. When Ms. Remington was released, Frank duMas added her case to his own and that of Constance Myers, as another example of administrative arbitrariness. Ms. Remington soon declined the attentions of such a champion. Preston Rockholt built the choir to an unsurpassed level of distinction. He assumed responsibility for belling the cat in his duMas censure resolution. As Associate Dean, he quickly won the confidence of the college community. His particular chore was the management of the preparation of a document on faculty governance.

On March 11, 1971, John Gleason's vacant position was finally filled. William H. Rodimon, then President of Georgia Military College, was named to the position and the name of the office was changed from "Administrative Services" to "College and Public Services." Rodimon's title was "director" rather than "dean" and O. G. A. Mastroianni who had kept the office going as assistant to the dean, now became assistant director. Rodimon was charged with building up the alumni

organization and acting as a liaison with the Augusta College Foundation. In addition, he shouldered the imponderable problems of college promotion. His office would handle everything from routine publicity notices to more elaborate television productions. Rodimon himself emerged as a television host on his own show, *Augusta College Presents*. Responsibility for publishing the catalog, now a hotter problem than in the past, fell to him. The quality of the catalog had become a sensitive point with the faculty and would continue to be a source of friction between faculty committees and the Office of College and Public Services.

With his administrative family complete George A. Christenberry was inaugurated with all the solemnity which the Augusta College faculty could muster. There was such a quantity of solemnity that it had to be spread over two days, March 25 and 26, 1971. At the same time the College Activity Center, the most recently converted arsenal building, was formally dedicated. George Christenberry was the first chief executive in the long line of presidents and principals of the College and the Academy to be inaugurated in the traditional academic ceremony.

In dealing with the faculty and students "communications is the key word," Christenberry told a reporter in his first major interview.¹⁵ Aware that Gerald Robins had not attended faculty meetings, George Christenberry began to attend them. He reminded the faculty on several occasions that he was also a faculty member, and he exercised his prerogative to speak out. At any earlier time in the College's history such activity by the chief executive would have intimidated and inhibited the faculty, but there was no evidence that Christenberry's self-confident faculty was overly awed. The purposes of open communication was furthered by his presence. It was also a policy of the President to take notice of all the multitude of memoranda produced by the many committees and departments. Scarcely a committee chairman or department head has escaped a conversation with the President as a result.

In October, 1971, President Christenberry opened a new line of communication with the students in a well-publicized series of "rap sessions." A large crowd turned out for the first meeting and asked questions dealing with the high cost of textbooks, the possibility of dormitories, the early cafeteria closing, the shortage of course offerings in the twelfth period, the absence of black teachers on the faculty and the need for day care services. The questions were good ones and Christenberry followed them up or else told the students why he would not take action. The fact that he made himself available on a bimonthly basis made the students less anxious to be heard. At the second rap session there were only twelve students and almost that many faculty. By the end of February, 1972, the *Bell Ringer* reported that, "as usual, he was nearly alone." Only five students were on hand as the President explained the first steps in securing that portion of the former arsenal which was used by the Army Reserve.¹⁶ Gray Dinwiddie summed up the reasons for the effectiveness of the rap sessions in a letter to the President of Voorhees College, S. C. "It has provided an opportunity for direct communications on issues and has given the President a chance to get the facts clearly to the students. Coverage by the student newspaper has been good and the exposure of the extreme demands by a small group of students has allowed the majority of the

students to put them in perspective."¹⁷ Indeed the administration viewpoint had never been so well reported by the *Bell Ringer* since the days of the Junior College.

One of the topics which kept cropping up during the 1971 rap sessions was the hiring of black teachers. The issue was promoted by the Black Student Union which replaced the short-lived Interracial Council at the beginning of 1971. The number of black students attending Augusta College had doubled since 1968, and the spate of articles in the *Bell Ringer* gave the impression that there were a large number of black students. Actually, in the spring of 1971 there were 133 black students among a student population of 2,386, just under five percent. Annie Lee Jones represented them well in the *Bell Ringer*. "Now it is almost the end of the 1971 school year," she wrote, "and the black student body is yet to see a black professor. White students need to be taught by black professors just as much as black students."¹⁸

When there were no full-time black faculty members on the roster for the fall term, the Black Student Union pressed the matter by issuing a statement. "The Administration and Department Chairmen are acting in what appears to be a discriminatory way in hiring. The previous efforts to hire a Black professor were in no way sincere." The protest made headlines in the November 1, 1971 *Bell Ringer*. President Christenberry confronted the problem in his next rap session. The statewide budget freeze had eliminated additional faculty positions; there were only five positions to be filled. In art, a black candidate rejected the college's offer. No qualified black candidates could be located for the other four spots. Christenberry stoutly maintained that efforts to hire black teachers were sincere and dismissed the suggestion that segregationist Regent Roy Harris had anything to do with hiring practices.¹⁹

The administration was, in fact, quite concerned about the paucity of black candidates for the available positions. Never before in history had there been such a nation-wide scramble to hire black teachers. Gray Dinwiddie wrote to the Institute for Higher Educational Opportunity seeking help, "I would appreciate any assistance that you might be able to give in locating black faculty."²⁰ The historic first full-time faculty appointment of a black professor was that of an Augusta College honors graduate, Lillie F. Butler. She accepted an instructor's position in the English Department. At the same time Emma J. Manning was hired as Assistant Professor of Education. These first two appointments removed much of the suspicion about the administration's motives. Still, there was pressure. An Augusta College Human Relations Council had been instituted during July. It was largely the work of Assistant Dean Roscoe Williams. In December the Council invited three faculty chairman to an open meeting. They were quizzed about their plans to hire Blacks. Calvin Billman said that his Department would inaugurate a Black history program when he could find a Black historian to teach it, Black historians could not be found "hanging from an oak tree like acorns." William Johnson said that his English Department offered a course in Black literature. James Dye mentioned that in addition to a full time Black professor, he employed several Black student assistants. The Human Relations Council sponsored an eight week film discussion program conducted by history professor Richard German. The atten-

dance was disappointing. By March the *Bell Ringer* complained that the Human Relations Council itself was in jeopardy because of flagging student interest. The reason might have been that there were hopeful signs that the number of Black teachers and Black-oriented courses would continue to grow, and therefore the protest movement died.²¹ By 1975 there were five professors, two administration officers and nine members of the administrative staff who were Black. There were Black-oriented studies, including an Afro-American history sequence taught by Robert Cannon, a Ph.D. candidate from the University of North Carolina. Cannon thought that his course was hardly sensational news. He told a reporter, "the South is the obvious, logical place to teach Black history; after all, there's where most Black folk live."²² The news about the integration movement at Augusta College was in the absence of sensationalism.

The use of alcoholic beverages was a frequent rap session topic. President Christenberry compromised on the regulation. Beer and wine would be allowed at any appropriate social function in the College Activity Center and on the college property at Clark Hill Lake.²³ The Christmas news of the end of the American military intervention in Vietnam seemed an appropriate occasion for celebrating and the Student Government planned a beer bust for January 26, 1973 in the College Activity Center. The celebration was cancelled by the administration, with the suggestion that Clark Hill would be a better location for the fete. The *Bell Ringer* registered a protest, one of the first since the President's open line policy had begun. The editorialist could not understand why Clark Hill was more suitable for drinking beer than the student center. Christenberry, true to his fashion, appeared at the subsequent meeting of the Student Government Association together with Dean Galloway. He explained that there was a University System prohibition against beer-drinking on campus during working or class hours. The *Bell Ringer* reported that everyone seemed satisfied with the explanation, that the problem was attributable to a lapse in communication.²⁴

Whether President Christenberry's policy of instant response was responsible for it or not, the fact was that the student left became gradually less demonstrative, less vocal. The Student Mobilization Committee was demobilized in 1971. Jon Ham, writing to the *Bell Ringer*, chided the organization for deliberately alienating the student body by a lack of tact. "It is easy to imagine," he wrote, "that with a more moderate line from the outset the S.M.C. could have been a very real and, what is more important, a respected force on campus."²⁵

The *Bell Ringer's* attempts to champion liberal causes were marred by its own serious failings in competent journalism. A new low was reached in the spring of 1971 when three successive front-page headlines were misspelled.²⁶ On May 16, 1972, a *Bell Ringer* reported on an instance of Augusta police brutality, "After being shot by the police, Willie Felton was dragged across a pile of rocks and subsequently died of his injuries." This story raised a minor sensation, not so much because of the allegation of brutality, but because of a monstrous reportorial error. Willie Felton, in fact, had not died. He was not even seriously injured. The City Council demanded that the school newspaper print a front-page retraction. The *Bell Ringer* did so, but petulantly and with bad grace, implying that the City Council was at fault somehow.²⁷

A letter to the editor signed "a Freshman Person," expressed disenchantment with the school paper. "The *Bell Ringer* is a cheap juvenile excuse for college journalism. It reeks of Peace, Love, Woodstock and other affectations of youthful silliness. When will factual and constructive editorials appear in its pages? Your revolution is dead. Must the *Bell Ringer* continue to prove that the South reacts slowly to new social trends and styles? Give the students objective and responsible journalistic effort and stop bombarding them with your pseudo-intellectual, counter-culture comic book."²⁸

The literary tradition which had characterized the school paper in the days of Elizabeth deBeaugrine was rescued in 1973 by the English Department. Susanna Halpert assembled samples of student writing from her classes and put them into a special insert section of the *Bell Ringer* called the *Spectator*. Simultaneously, a new literary magazine, *Sand Hills*, made its appearance under the watchful care of Walter E. Evans and Charles L. Willig. The magazine, especially in its second issue, exhibited a level of craftsmanship and quality which was entirely novel and surprisingly sophisticated.

The new journal was one feature of a network of communications which interconnected the Augusta College community. A weekly publication, the *A.C. Spotlight*, kept everyone informed of campus happenings, and a torrent of memos and minutes washed constantly across the campus. Departments and committees met regularly, the entire faculty met religiously, the President's top officers met weekly. George Christenberry kept carefully abreast of it all, living up to his early pledge "to keep all facets of his college community in communication with him."²⁹

CHAPTER THIRTEEN

AC Is On The Move

WHEN HE became President of Augusta College, George Christenberry was of the opinion that we were not receiving funds adequate to support necessary expansion. "We have been building since then," he said five years later.¹ The Augusta College Foundation had been established under the chairmanship of Russell A. Blanchard in 1963 to build an endowment fund for the college. By 1970 the fund contained \$60,000. President Christenberry persuaded the Foundation to raise its sights to ask for more generous donations. Even he was not prepared for the donations of \$350,000 by the Maxwell family and \$250,000 by the Pamplin family. Grover C. Maxwell contributed \$200,000 to swell the corpus of the endowment fund. A benefaction of \$150,000 by Mr. Maxwell's sons Grover C. Maxwell, Jr., George M. Maxwell, and William F. Maxwell established a professorship in the Business Administration Department. Mr. and Mrs. Robert Pamplin contributed \$250,000 for books and equipment for a new library to memorialize Mrs. Pamplin's parents, the late Doctor and Mrs. John Thomas Reese. "I loved the Junior College and feel that I received a very good education there," Mrs. Pamplin said. "It meant so very much to me and, of course, I still love Augusta."² Eric Hardy had always believed such things as multi-thousand dollar donations were possible. He was just ahead of his time. Ray Rowland was particularly pleased with the Pamplin gift. He told a reporter that when the college separated from the Academy in 1957 there was a total of 2,500 books. "The real impetus to the growth of the library was the book drive sponsored in 1962 by the Alumni Association with the slogan 'Books of Knowledge for a Four-Year College.'"³ The Pamplin grant was an incentive for the Regents to hurry along the funds for a new library building. On February 28, 1975 construction of a three million dollar edifice actually began. And so the familiar sounds of bulldozers and riveters were heard on the campus again as the college entered its fiftieth year.

Meanwhile during the half-decade of the Christenberry years the sixth warehouse had been entirely gutted and reshaped interiorly to house the nursing, sociology, and history, political science and philosophy departments. The old music building flanking the administration headquarters was reconditioned and enlarged for administrative offices, including the president's.

Another large gift for expansion of facilities, \$150,000 by Mr. J. B. Fuqua offered tantalizing possibilities. The money was offered for the construction of a communications center on the Boykin Wright property adjacent to the college. Area residents, sensitive to the danger of commercialization of the fine old neighborhood, protested vigorously at a public hearing and Mr. Fuqua withdrew the offer. The Wright mansion was refurbished with the financial help of the Wright descendants and it became the home of Augusta College radio WACG-FM.

Christenberry thought the time had come to stop using such names as Academic I and Building 6. He therefore appointed a committee which advised that the major arsenal buildings be named after the more important arsenal commandants and that the academic buildings be named in honor of the deceased presidents of the college. The main administration building thus was named Payne Hall, for Colonel Matthew M. Payne who served from 1819 to 1827 as the first

commandant of the then "new" arsenal. Fittingly, George Rains was remembered and his name given to the building which housed the president's office. Rains was the Confederate commanding officer during the Civil War. He then went on to serve as Regent of Richmond Academy, as we have seen in an earlier chapter, and as Professor of Chemistry at the Medical College. The building across the quadrangle behind Payne Hall became Fanning Hall, in honor of the second commandant, Alexander C. W. Fanning.⁴

The Regents approved the naming of three academic buildings in October, 1974. Academic II, next to the "old" library (soon-to-be moved as of 1975), became Butler Hall in honor of George Phineas Butler. The newly converted Building Six became Skinner Hall, memorializing James Lister Skinner. Next to Skinner Hall, Academic I became Markert Hall. Anton "Tony" Markert, died during the summer of 1974 and the college was therefore able to pay this tribute to his memory.⁵ Eric Hardy, bed-ridden and infirm in 1975, would yet be paid his proper due.

The fourth major building in the old arsenal complex, the commandant's home, received special treatment. On August 21, 1973 the building was designated a National Historic Landmark, largely because it was the boyhood home of the poet Stephen Vincent Benét whose father, Colonel James Walker Benét, was commandant of the arsenal in the pre-World War I years.⁶ It was during his students years at Summerville Academy that young Benét began his prodigious literary output. In 1915 he wrote his first book of verse, *Five Men and Pompey*. The form he used was the same he employed later in his famous *John Brown's Body* and he was only seventeen. Benét would never forget Augusta and the Georgia countryside. "I can still shut my eyes," he was quoted as saying in 1936, "and remember the particular look of that country." He captured the memory in magnificent verse in *John Brown's Body*.

Oh Georgia . . . Georgia . . . the careless yield!
The watermelons ripe in the field!
The mist in the bottoms that tastes of fever
And the yellow river rolling forever . . .⁷

George Christenberry lived in the same high-ceilinged house with its memories stretching back almost as far as the history of Richmond Academy. The speech he preferred to give, if allowed a choice, dealt with how George Washington had originally authorized an arsenal in Augusta and how it came to be located upon the Sand Hills.

There was one last link with this past which Christenberry inherited as unfinished business from Eric Hardy and Gerald Robins. A five-acre tract was still, in 1970, held by the Army for use as a meeting place for Army Reserve units. The story of the dogged Christenberry campaign for that last piece of arsenal land is reminiscent of Roy Rollins and Lester Moody fifteen years earlier. The area in question was occupied by a square, unpretentious brick building used for offices and assemblies. The rest of the space was used to store or park equipment of the

319th Transportation Company, the 382nd Field Hospital and the 366th Chemical Company. The facilities were intended for no more than three hundred reservists. In 1970 nearly five hundred men overtaxed the available space. The Army had to borrow college classroom and parking space on meeting nights. Christenberry realized, very early in his tenure of office, that if and when a new library would be built additional space would become imperative. Therefore in September, 1970 he solicited the help of Congressman Robert Stephens in a first effort to persuade the Army to relinquish the grounds. The Reserve might remove, he suggested, to the spacious rolling hills of Fort Gordon.

General A. O. Connor, Commander of the Third Army, replied that the Army had no intention of moving to Fort Gordon. That would be contrary to the principle of "mobilization readiness." In other words, Fort Gordon was too far away from Augusta. The Army planned to solve its problem by simply building larger buildings at the arsenal location.⁸ Christenberry expressed to Congressman Stephens the hope that something might yet be done. Mrs. Henry C. Cullum, benefactress of the college, was the first recruit to the campaign. She wrote to Stephens arguing that moving the Reserve would not hurt the Army but remaining would jeopardize the college's future. Christenberry suggested "perhaps we can enlist additional support."⁹ First, facts had to be gathered about the Reserve units. Julian Armstrong's campus police force was given the assignment and executed it in a manner worthy of pre-Watergate C.I.A. The main assembly hall was reported to be too small to accommodate the personnel of even a single unit. There was a shortage of space for parking the vehicles on hand and more vehicles were forthcoming. There was need for more classroom space. In short, the Army had a poor argument in its plans to remain and expand.¹⁰ Armed with the facts, Christenberry marshalled an impressive group of townspeople for his figurative march on Washington. Those who wrote the Georgia Congressional delegation included veterans of similar campaigns, Carl Sanders, Millard Beckum and Sherman Drawdy as well as W. A. Rossignol, Grover Maxwell, Dorroh L. Nowell, William A. Trotter, T. Richard Daniel, Ruby McCrary Pfadenhauer, Anthony Mulherin, J. Carlisle Overstreet, James Menger, William Lovett, Mrs. Raymond Hill, Mrs. Robert E. Heath and Howard M. Leitner.¹¹ The *Augusta Herald* editorially joined in the campaign, its sentiments illustrating the renewed public confidence in the college. "In many respects, Augusta College is Augusta's greatest asset. Its tangible value can be measured in the number of students drawn to it, and in the huge payroll it generates for the economy of the community. Its intangible worth as a center of cultural activity and as a potential attraction to industry and new residents is immeasurable. Not to provide it every possible opportunity to grow and serve is unthinkable."¹² The Chamber of Commerce as well as the City Council of Augusta and the Richmond County Board of Commissioners added to the general clamor. It was a curious clamor, unheard by the faculty and students, and noisy only to the Congressmen toward whom it was directed, Senators Herman Talmadge, Strom Thurmond and freshman David Gambrell.

George Christenberry led the attack in a letter to the three Senators on January 21, 1972. All the other letters were well orchestrated echoes of his arguments. A map illustrated the growth of the college, showing the original arsenal buildings

and the three new structures, the Performing Arts Theater, the Fine Arts Center and the Swimming Pool. Plans were underway for the construction of a three million dollar library. Augusta College anticipated a student body of 6,000 by 1980 and expansion was limited by the presence of the Army Reserve. It was rumored, Christenberry said, that additional structures were planned by the Army, even though there was insufficient parking and storage space at the time. Would the Senators please help move the Reserve to Fort Gordon?¹³

Carl Sanders proved to be as ready and willing for a good tussle with the federal bureaucracy as he was in the old days. He reminded Talmadge of their joint efforts with Senator Richard Russell to obtain the original arsenal property. "One of the things that I am most proud of while I was serving in public office was the creation of the Augusta College as part of the University System and subsequently its elevation to a four-year college," Sanders confessed. He thought it "absolutely imperative" that the college secure the additional land in view of its prospects for growth and volunteered to do any legwork necessary.¹⁴

The Senators must have wondered at the sudden onslaught of mail. All three responded immediately to Christenberry's appeal saying that they were in touch with appropriate officials. Of the three, Strom Thurmond had the greatest clout with the incumbent administration; he was the architect of the Nixon "southern strategy", he was a Republican and a member of the Armed Services Committee. Besides he had known George Christenberry's father, T. E. Christenberry, in Greenville, S. C. Talmadge admitted frankly to Christenberry that since the death of Senator Russell, the Georgia delegation has not had much influence with the military, "I cannot, in all candor, hold out much hope." David Gambrell, an interim appointee, had the least influence. Three weeks after his first overture to the Army, he still had not received the courtesy of a reply.¹⁵ By comparison it took the Army only five days to respond to Strom Thurmond. The general commanding the Army Reserve sent a "Dear Strom" letter promising a full report as soon as possible. Christenberry expressed gratitude for Thurmond's intercession and sent word that Major General Harley Moore, commanding Fort Gordon, was perfectly willing to accommodate the reserve units at the Fort. Thurmond passed the message along to the Army's top brass.¹⁶

When the Army's reply was ready it was transmitted through Thurmond. The news was bad. General J. Milnor Roberts, Chief of the Army Reserve, reported that moving to Fort Gordon was impossible and any kind of relocation impractical. The Field Hospital unit had to be close to the Medical College and the Veteran's Hospital in Augusta. Removal would take the Army Reserve out of the public eye and hurt recruiting. Besides removal would cost \$1,610,000 and expansion only \$694,000. A shrewd and telling argument directed at Thurmond was that 20% of the reservists were from Carolina and would be forced to travel an additional twenty-five minutes each way. Thurmond almost perceptibly lost interest. He indicated to George Christenberry that he was sorry things turned out as they had.¹⁷

Herman Talmadge expressed his disappointment also, but he pointed to the weakness in the Army's argument. Defense spending cuts would emphasize the

need for a large reserve and space would become a factor very soon, if it was not already. Carl Sanders argued that he did not think that "we should accept the fact that this is a hopeless situation." He urged Christenberry to approach Thurmond again.¹⁸ Christenberry did ask Thurmond to try again, but the revelation that so many reservists were from Thurmond's state bothered Christenberry and embarrassed his pleading. Julian Armstrong's campus policemen donned their undercover roles again and counted the number of South Carolina license plates in the parking lot at successive reserve meetings. There were sixteen out of ninety-five at one meeting, twenty-two out of ninety-six at the next. Close enough to twenty percent!

The involvement of the Carolinians seemed to rule out Fort Gordon, but perhaps another site could be found. Thurmond asked General Roberts what he thought about it. Roberts continued to be negative. In a direct statement to Christenberry the General said he was willing to consider an alternate site if the college would provide a site free of cost to the Army and would pay an additional \$662,000 which Roberts explained as the difference in the amount needed for a new facility over that needed for expansion. The site must have city water and sewerage. Roberts must have believed that these terms were extreme because he said that the Army was going ahead with the planned enlargement of its present facilities.¹⁹ Christenberry, clearly worried, replied that "a grave decision concerning both the College and the Reserve is in the offing and it is my hope that poor judgment will not limit the expansion and usefulness of both to the citizens of this area."²⁰ A pessimistic note pervaded Christenberry's memo to Chancellor Simpson, "I had hoped to acquire land at no cost to the University System, but General Roberts letter of April 11 would seem to dissipate the hope."²¹

The response from the Regents Office was not heartening. Frank Dunham, Vice Chancellor for Construction and Physical Plant, replied that there was not the slightest possibility that the Regents would buy the needed land.²² There was now only the thinnest margin of hope for the acquisition of the property. If a suitable site could be found, if the owner would donate it, then possibly the Regents would be willing to help with the expenses of relocating. Christenberry decided to resort to the lobby tactics used by Rollins and Moody in similar emergencies. He asked Senator Talmadge to arrange a meeting between General Roberts and a blue-ribbon delegation from Augusta. Talmadge set up the meeting but did not manage to make it himself. The Augusta group led by Christenberry included Dorroh Nowell, President of the Chamber of Commerce, Major General John Tillson (Retired), Bill Ellis, Vice President of the Citizens and Southern Bank and Jim Davis, News Director of WJBF-TV. Senator Strom Thurmond again loaned his good offices and helped the Augustans persuade General Roberts to delay action on expansion of the reserve plot for one month while the college explored ways to finance a relocation.²³

The month of May was a hectic one for Christenberry. He wrangled astonishing concessions from three sources. The City Council promised to offer the Army a choice of three sites at no cost, the County Commission made a similar pledge and Chancellor Simpson gave his endorsement by telephone of an amount not to

exceed \$662,000, the estimated difference between building a new facility and enlarging the old one. Christenberry was ready a week before his one month deadline with a report to General Roberts. Roberts agreed to a longer delay.²⁴ By June 8 the City had delineated its three site offerings and by June 16, the County was ready. On August 24 and 25 the Army inspected the six sites and turned them all down. However, there was hope. They were shown a seventh location owned by the Navy and known locally as "the pigfarm." The site was conveniently located at Jackson and Wrightsboro Roads, the Army liked it.²⁵ There was the immediate danger that the property would be snapped up for some other purpose. Christenberry wired Strom Thurmond to persuade the Defense Department to retain the land and simply transfer it to the Army. Thurmond wired back, "am in contact with the Defense Department."²⁶

At this point in the tangled story, freshman Senator Sam Nunn entered, almost like the cavalry charge in the old westerns. His committee seat on the Armed Services Committee gave him leverage that the Georgia Congressmen had not enjoyed before. The prospects for the College brightened still further when later in the year, ex-Regent of the University System, Howard H. Callaway was named Secretary of the Army. Sam Nunn made it his business to keep track of the issue as it wound ever deeper into the labyrinth of federal bureaucracy. The Navy had declared its land at the corner of Wrightsboro and Jackson roads as surplus, the Department of Defense concurred and the land then passed under the jurisdiction of the General Services Administration. Meanwhile Senator Thurmond, spurred by the Christenberry telegrams, got the Defense Department to change its position and declare that the tract was not surplus after all, but needed for the Army Reserve location. Now, however, the General Services Administration was not so sure that the Army ought to get the property. Senator Nunn unwittingly strengthened the determination of the G.S.A. not to give it to the military by passing along Richmond County's request that a portion of the land be used for a library. When a contretemps developed between the Department of Defense and the General Services Administration, the arbiter was the Federal Property Council. C. R. Lane, Executive Secretary of that Board, agreed that the land would not be made available to the Army, rather it would be declared as excess and used, "for such purposes as a public library." There was plenty of room at Fort Gordon, in Mr. Lane's opinion, for the Army Reserve.²⁷ The situation was no better than before, the Army was determined to stay at the old site rather than move to Fort Gordon. The argument by now had worked its tortuous way into the White House. Anne Armstrong, Counsellor to the President, tossed the ball back to Strom Thurmond saying that she would appreciate his advice about the disposal of the pesky property. George Christenberry decided that he had better go to Washington and give the advice himself. Dick Lamb of the Chamber of Commerce played the part of Lester Moody. Sam Nunn arranged a round table conference with representatives of the Army, the General Services Administration, the Federal Property Council and a sampling of Pentagon officials.²⁸ The purpose of the meeting was clearly to influence C. R. Lane to change his mind about refusing the 17 acres to the Army. George Christenberry explained how the relocation of the Reserve at Wrightsboro and Jackson would satisfy all parties.

At the same time that the Washington meeting was going on, Richmond County delegate to the Georgia Legislature Jack Connell briefed appropriations committee chairman James H. "Sloppy" Floyd on the possibility of the transfer of land. Connell urged the appropriation of funds at the 1974 session. Later, Connell reminded Speaker of the House and future Governor George Busbee, "I hope you are in the process of following through on obtaining funds . . . for the necessary \$675,000 to cover the purchase of the National Guard property on Walton Way."²⁹

The meeting in Washington should have resulted in a quick settlement. However there was an unaccountable delay on the part of Mr. Lane of the Federal Property Council. On November 26 Sam Nunn learned that the Richmond County Board of Commissioners had gone on record as relinquishing any interest in building a library on the property in question. Nunn forwarded the resolution to C. R. Lane. On November 29th Lane informed the General Services Administration that "on the basis of additional facts made available by certain members of the Georgia congressional delegation, the Senior Review Group of the Federal Property Council reconsidered the earlier decision regarding the 17.3 acre parcel." Lane informed President Christenberry directly about the good news, "I must tell you that your most persuasive argument regarding the College's needs and the way that all interests could be accommodated was most influential in gaining the decision."³⁰ The news of the Federal Property Council decision was released to the local newspapers. Augusta area readers, perusing the article which told how the relocation of the Reserve would permit the college to acquire the last plot of the old arsenal grounds, had only the faintest idea of the epic encounter with the windmills of Washington which had lasted for three years.³¹

It would take two years, at least, for the new facility to be readied and for the Reserve units to move. Meanwhile Georgia's congressional delegation had to maneuver a special bill through Congress permitting the arsenal plot to be sold directly to the College without competitive bidding. The delay suited the Regents office also; Frank Dunham furnished a letter of intent to purchase the land with the stipulation that payment would not be made prior to July 15, 1975.³² The acquisition of the final plot would be a most appropriate way to celebrate the college's fiftieth anniversary. George Christenberry could not have managed a better gift, and it took some management. The history of the complicated transaction, involving scores of individuals, demonstrated that Augusta College in its maturity remained as much the pet child of the Augusta community as it was in its infancy.

CHAPTER FOURTEEN

The Emergence Of College Governance

THE CONCEPT of college governance implies a sharing of authority by the various elements of the college community. It is a concept that can be realized only by living it, not by simply passing a resolution. That is why no two college statutes are exactly alike, each institution must tailor the by-laws to suit its peculiar dimensions. The natural predilection of faculty members is to be left alone. They would like to be able to teach and to study. If they do retreat to the classroom, however, they discover that the major decisions involving new programs, promotions, teaching standards and others which affect faculty are made without faculty advice. Therefore the faculty comes to demand a role in governance; the administration usually welcomes the opportunity to share problems, and the pendulum swings. The faculty then finds itself too preoccupied by committee meetings and administrative matters to do the kind of teaching and study it would prefer.

The two-year Self-Study of 1969-1971 was the time when the faculty of Augusta College became serious about their involvement in the running of the college. There had been omens and portents before the Self-Study. In 1967 the faculty had startled Dean Gleason by voting down the system-wide core curriculum. William Quesenberry said that the whole concern was over institutional autonomy. Calvin Billman moved the resolution, "The faculty of Augusta College hereby goes on record as opposing and objecting to the adoption of the Report of the University System Committee on Transfer of Credit at this time." The motion was seconded and passed unanimously. It became necessary for a Regents' representative to explain to the Augusta College faculty that they were not supposed to act quite so autonomously.¹

A second major discussion of the faculty's role in formulating policy took place in October, 1968. A handbook entitled *Student Rights and Responsibilities* had been published by the Student Activities Committee, made up of faculty and student members. The document was much needed and was admirably done, there was no quarrel about that. John Smith, Jr. of the Sociology Department, delineated the problem in a lengthy statement to the faculty. The administration had decided that the new policy be promulgated without approval by the faculty. Smith quoted a Regents' regulation to the effect that the faculty had the responsibility for the conduct of student affairs. He decried the fact that there was no organized structure which might serve as a watch-dog for faculty interests. "I contend," he said, "that the faculty must be ever alert to exercise its responsibilities and to insist on the preservation of its rights and its voice in any area of the College community in which it has an unequivocal interest." Although the handbook was a fait accompli, notice was served that the administration would have to re-read Regents' policy.²

The behavior of Frank duMas emphasized the need for some self-regulatory body and for a generally accepted code of faculty conduct. The result was a Code of Professional Ethics, adopted as we have seen earlier, over the strenuous objections of duMas. Certain portions of the document were clearly aimed at duMas, for example, the faculty member "exercises restraint in the criticism and judgment of colleagues and associates. He avoids unwarranted and destructive criticism of his colleagues." The Code represented a consensus of opinion on the faculty mem-

ber's responsibility to his profession, to his students, to the academic community, to the college and to his country. The Code of Ethics was added to Dean Gleason's 1967 *Faculty Handbook* and the revised version was published in September, 1970.³

These symptoms of self-government were prelude to the massive involvement of the faculty and administration in the preparations for reaccreditation. For the first time the faculty Self-Study showed a better understanding of the basics of college life than did the report of the Visiting Committee of the Southern Association. Floyd O'Neal directed the operation of twelve committees which delved into every nook and cranny of college affairs. The study was particularly the province of the faculty since it was undertaken during a change at the top level of administration. Committees were launched in November 1969. Creighton Peden's Committee on Purpose plunged into a consideration of the philosophy of the college. By December 12, it produced a draft statement of purpose, which was published in the *Bell Ringer*. A student hearing and three faculty hearings were scheduled for discussion of the draft. Regents William Morris and Roy Harris were asked for their advice. The entire faculty accepted the statement on February 18, 1970 and sent it on to the Regents for approval. The process illustrates how the Self-Study was a thorough-going analysis of the college operation. New emphases were on encouraging independent study, interdisciplinary courses and programs, the initiation of innovative and experimental programs, the extension of services to residents of the area and the inauguration of graduate programs.

Donald Markwalder's Committee on the Faculty discovered that most faculty members disapproved of the way the faculty was organized. The widespread opinion was that a faculty Senate ought to be tried. There was a nearly unanimous feeling that the criteria used by the administration for evaluating faculty members was not clearly spelled out.⁴ The need for internal structuring of the college was so evident that Dean Dinwiddie did not wait for the Visiting Committee to supply the initiative. He had been working with the Faculty Policies Committee for two years on articles for governance. The Committee was ready with their first proposal before the arrival on campus of the Visiting Committee. In this matter and in the development of a structure for graduate studies, it was clear that the faculty was not play-acting for the edification of the Visiting Committee. They were engaged in what they perceived to be weighty matters of their professional life. The visit of the Southern Association team was more a social interlude than anything else. The Committee applauded the statement of purpose, approved the educational program, and agreed with the college's diagnosis of its own problems. For example, the recommendations included the following: "That a system of college governance, including a workable faculty organization be developed as soon as practicable."⁵

The faculty was already debating a document on governance by the time the report of the Visiting Committee was published. Debating a policy is one thing, implementing it is quite another. After five years of debate the final draft was approved by the faculty in June, 1975. Although the report of the 1967 Visiting Committee of the Southern Association had urged the faculty to structure itself, the work had actually started when Gray Dinwiddie asked the Faculty Policies

Committee for guidelines for grievance procedures during the Spring of 1969. For two years the committee struggled over its charge and as it labored the outlines of a governance policy became more clear. The members of the committee, surprised at finally coming to an agreement, presented their conclusions to the faculty in March, 1971. There was a diffidence in the presentation as though the committee expected controversy. The committee explained that the articles it had drawn up were an attempt to follow the directives of the Board of Regents, that the faculty was, in fact, responsible for its own governance, for academic affairs and for student affairs. "In the past, the faculty has neglected its own governance," the draft read, "and has participated on an individual basis rather than jointly in areas of policy formulation for which it is specifically held responsible by the Board of Regents." The innovative feature of the proposal was to establish an elected "Executive Committee" which would represent faculty interests. The proponents of the new policy hoped that the faculty example would inspire the students, the staff, the administration and the alumni to each set up a similar "executive committee" and all of the committees would jointly participate in governance through a "College Council." The faculty Executive Committee was to be elected from the "corps of instruction" rather than from among officers of administration. It would appoint members of the standing committees on Faculty Affairs, Student Affairs and Academic Affairs.

There was a certain daring about this proposition of the Faculty Policies Committee. The members were determined to push for their document without waiting for administration sanction. The independent adoption of the articles would be a demonstration of the autonomy which the committee claimed for the faculty. Without attempting to force an analogy between George Christenberry and George the Third, there was a touch of the bravado of the Declaration of Independence in the manner in which each member of the committee affixed his signature to their document. There were the names of Elizabeth Woodward, Edwin H. Flynn, Percy Wise, Bart P. Smith, J. Kenneth Davidson, Jr., Paul F. Taylor, Virginia deTreville, Brooke B. Webber, Roy Delp, Jasper A. Hamilton, George D. Meinhold, Matthew S. Moore, G. Mason Richardson, John M. Smith, Jr., Thomas Ramage, John W. Pearce, Bill Bompert, Jerry Sue Townsend, and Curtis Adams. The size of the membership aided the cause of adoption. The principal objections to the proposal were from faculty members who imagined that adoption would lead to a schism in the college. There would be two separate committee structures, two separate policy making organizations. Some faculty members disliked the proposal because they foresaw bothersome involvement in administrative details. Nevertheless, the united committee defended its proposition successfully in a series of open hearings. The historic faculty vote on its own governance was seventy for, seven against. The date April 21, 1971 was in a way a declaration of academic independence.⁶

There was an excess of democratic action that spring as the faculty proceeded to elect an Executive Committee and also a new Governance Committee to draw up college-wide statutes. The first Executive Committee spent the better part of a year debating about its own purpose and function. On the Committee were the authors of the document which created the Committee who favored a clear line of

demarcation between faculty and college governance. Also on the Committee were those who were not in sympathy with what they considered a dual government. Eventually, the Committee grew tired of arguing and proceeded to carry out its functions. At first these functions were minimal, consisting of receiving items for the agenda of the faculty meeting and forwarding them to the Dean. In its third year of operation, under the Chairmanship of William Johnson, the Executive Committee became bolder and began to return certain resolutions to the committee which originated them. The Committee adopted the practice of placing items on the agenda with its approval, with its disapproval or without comment. Finally, the Committee began to prod committees to take action which was thought to be desirable. This new energy had the effect of rousing the same sort of criticism against the Executive Committee as had formerly been directed against high-handed actions by the Dean. Nevertheless, there was widespread agreement, even among the critics of the Executive Committee, that the Committee did a worthwhile service in catching and correcting mistakes which would otherwise have ensnared the general faculty meeting in confusion.

While the Executive Committee went about its business the new Governance Committee attempted to finish the job of organizing the college. On June 17, 1971 President Christenberry notified John W. Pearce, Edwin H. Flynn, Thomas Ramage, Elizabeth Woodward, Preston Rockholt, J. W. Galloway and Jasper (Jack) Hamilton that they were to form the Governance Committee, together with students Allen Green and Sonny Pittman. Associate Dean Rockholt was to serve as chairman and the committee was to produce a preliminary draft of a document by September, 1972.⁷ Meanwhile, President Christenberry made it clear in a memo to the faculty, that the existing committee structure would be retained pending the completion of the statutes.⁸ Who would appoint to these committees was not determined and so the responsibility was shared by the Dean and the Executive Committee.

Preston Rockholt began his responsibility with enthusiasm, reminding his committee that "a huge job" confronted them.⁹ During the summer he collected governance documents from all over the South for the committee's study. In September the committee began its deliberations on the thorniest issue, the notion of a college council. John Pearce had some definite opinions on the make-up and purpose of such a council. It should be an entirely new body, responsible to the President, and composed of elected representatives from the faculty, staff, students, alumni and even from the community. It would be an investigative body, "capable of reasonably prompt disposition of all matters brought to its attention."¹⁰

The student body served notice that it was not to be left out of consideration. Allen Green, a student member of the Governance Committee, registered a plea for the inclusion of students on all faculty committees. He argued for the students right to appeal what they might consider an adverse decision of the faculty and drew a chart illustrating the power flow.¹¹ On November 11, 1971, Lee Woodward Chairman of the Student Government's Community Forum Committee invited Dean Rockholt to explain what his committee was doing.¹² In the spirit of open communication, Preston Rockholt obliged the students with a progress report.

In addition to the students, there was another interested party looking over the shoulders of the committee, George A. Christenberry. The President made it clear that the effort to draw a distinction between faculty and college governance was not in keeping with the philosophy of the Board of Regents. Rockholt's committee members sought his advice, since they did not want to propose a document which would be at variance with Regents policy. "Basically," Rockholt noted, "the President emphasizes the concept of faculty governance being pretty much the same as college governance." This view of the President seemed to be a blow to those who hoped that the faculty could maintain an independent organizational structure.¹³ When anyone suggested distinctions between the faculty and administration, George Christenberry was quick to blur the distinction by observing that he considered himself primarily a faculty member.

The Rockholt committee decided to leave the concept of college council in abeyance and go on to consider an easier problem, the committee system. Rockholt proposed grouping the existing committees under four general areas, academic affairs, faculty affairs, student affairs and college affairs. Furthermore, he was ready to outline the college statutes and divide the responsibility of beginning a drafting. His plan was to work simultaneously on eight sections: College, President, Administrative Organizations, Students, Faculty, Committees, Staff and Community.¹⁴ In March, 1972, Rockholt presented the outline to the faculty as a progress report. During the remaining weeks of the Spring Quarter the Committee worked separately at the various sections. Thomas Ramage completed the first three sections by the end of March. The faculty and student sections were the most difficult. Rockholt urged John Pearce to hurry along the former and James St. John to "fire up all concerned" and finish the student section. He was pushing for a June completion, well ahead of the September target set by the President.¹⁵ On June 20, 1972, in the prime of his life and of his career, Preston Rockholt dropped dead in an Atlanta airport of a massive heart attack. He was on the way to a professional convention; his death was entirely unexpected. This was the third time he had left Augusta College, the third occasion for the college community to express its admiration for the Dean whom everyone called Preston, with fondness and respect. His memory would be inextricably intertwined in the history of the junior college which he helped to grow into a senior college.

Rockholt's death caused a long hiatus in the work of the Governance Committee. Dean Dinwiddie assumed the chairmanship. Elizabeth Woodward resigned from the committee on July 24 and Allen Green resigned on September 22, 1972. They were replaced by Frank Hodges and Bruce Bland. Dinwiddie urged the committee members to get on with the drafting of their respective sections. Frank Hodges, charged with the statutes on committees, asked all the committees to define their responsibilities. Such a thing was easier said than done. The Curriculum Committee, the Teacher Education Committee and the new Graduate Council became involved in a merry-go-round controversy about responsibility for new courses. In the end, all three had their way and the sponsor of a new course had to run a marvelously complex gamut.

By September 1973, President Christenberry reminded the Governance Com-

mittee to stop talking and to produce something tangible. "It is imperative," he said, "that a draft document be forthcoming by the end of October. The original charge was given this committee on June 17, 1971 with a tentative goal for completing a preliminary draft by September, 1972."¹⁶ By then, the new SGA president Dave Grande had replaced Bruce Bland, but the composition of the committee remained otherwise unchanged. The committee did as it was bidden and on October 29, 1973, the first five sections were submitted to the faculty. The faculty was expected to offer comments, but the sheer bulk of the governance document discouraged a thorough reading and perhaps that was why the document stirred neither comment nor controversy. Another reason for the rather silent reception was that the five part document represented current operating procedures. The key section of the faculty document, that dealing with the Executive Committee, was a statement of the status quo. The Governance Committee had not as yet come to grips with the more difficult business of a college-wide council.

Another year came and went before a revised set of statutes appeared and with it the long-awaited College Council. The final structure of the Council was a compromise, born of experience. It was to consist of six elected faculty representatives together with the top four administrators and the President and Vice-President of the Student Government Association. The Council was assigned the coordinating functions formerly performed by the Executive Committee. The Executive Committee was left with "policies governing faculty selection, promotion and tenure and faculty rights and responsibilities," a charge which would apparently obviate the need for the old Faculty Policies Committee.¹⁷ A casualty of the new arrangement was the original concept of autonomous segments of the college community, each democratically represented on a collegewide body. The College Council which took shape in 1975 was more akin to Gerald Robins' President's Advisory Committee than it was to John Pearce's College Council.

The delegation to the Executive Committee of jurisdiction over promotion and tenure was a reflection of a gradual trend. During the Spring Quarter, 1974, the faculty adopted a resolution that each department elect a committee which would make recommendations to the Academic Dean concerning tenure and promotion. The Dean's Advisory Committee in 1974 and in 1975 acted as an overall board of review. Thus the President began to receive input from the faculty as well as from the Department Chairmen on matters pertaining to promotion and tenure. In April 1973, a Faculty Policies subcommittee sent Dean Dinwiddie the suggestion that the Governance Committee consider establishing an elected faculty committee on promotion and tenure.¹⁸ The final draft on governance reflected the subcommittee's idea, if not its specific suggestions. The new charter gave to the elected Executive Committee jurisdiction over tenure and promotion. It remained to be seen how the Committee would choose to exercise that authority.

The faculty had gone a long way since the study on governance began in 1969. Then, the business of running the college was left to the administration. Department chairmen sat on the Curriculum Committee and chaired the other major committees. By 1975 the power of the chairmen had been eroded by the practice of shared authority within each department and by the increasing activity

of the Executive Committee and the Graduate Council outside the department. In May, 1975, Dean Dinwiddie called upon department chairmen to reassess their functions and responsibilities.

Just as the painstaking struggle to build a governance structure represented the growing power of the faculty, so the establishment of a graduate division was an achievement of the democratic process. From the beginning the graduate division was the child of the entire faculty, fretted over by many guardians. The first small steps toward graduate work were within Eugene Pierce's Business Department and James Dye's Education Department, the two departments whose programs were most in demand. Planning in both departments began the year after the first senior graduation. Floyd O'Neal, serving as Dean in 1968, called for a comprehensive, college-wide planning effort before any one department became involved in graduate work. In 1969, Gray Dinwiddie appointed a Graduate Studies Committee to look into the matter of graduate education. The committee decided to begin its work with an investigation of the demand for graduate programs. It mailed questionnaires to the likeliest population segments, the major business employers, teachers, Fort Gordon personnel, and upperclassmen at Augusta College and the Medical College. Forty-four percent of the questionnaires were returned and a total of 1,860 persons stated that they intended to pursue graduate education. The most evident demands were in fields of education and business. Nearly six hundred teachers were interested in a master's degree in education, nearly three hundred others preferred a master's degree in arts or science. Over two hundred business institutions were surveyed and the demand for business education was confirmed. The Business Administration degree was also the favorite with Fort Gordon personnel, where nearly nine hundred replied to the committee's survey. Education was a close second. The timing of the survey coincided with the quickening of interest in graduate work by authorities at Fort Gordon. The transfer of the advanced Signal Corps training school from Fort Monmouth generated a panicky demand for instant graduate programs. Since Augusta College was a year or two away from graduate work, Georgia Southern College in Statesboro agreed to send its professors to the Fort. When Augusta College was authorized to offer graduate level work, the Georgia Southern program was entrenched and so both institutions carried on their separate operations. The strange duality seemed to work, despite a certain contentiousness between the colleges. The people at the Fort had a richer range of programs than they would if graduate teaching was restricted to one institution.

Having established the need for graduate programs in business and education, the Graduate Studies Committee began to construct an administrative framework as a context for the new programs. Members of the committee scattered to other southeastern institutions to examine the manner in which graduate programs were administered. Officials at West Georgia College in Carrollton were particularly helpful, partly because West Georgia had recently added a graduate division which had not yet grown into a separate graduate school. The statutes of West Georgia became the model for the first draft of the Augusta College document on graduate studies. The basic concept was that the departments would be primarily responsible for initiating and conducting the programs under the general supervision of a

Graduate Council. Members of the Council would include some elected at large by the faculty and some appointed by departments offering graduate programs. The chairman of the Council would be a new administrative officer, the Director of Graduate Studies. Until the graduate faculty separated itself from the undergraduate, the Graduate Council would be responsible to the general faculty.

These and other details of graduate policy were argued about in open meetings during the spring of 1971. The third draft of the proposed graduate policies was presented to the faculty on November 17, 1971 and, after an exhaustive consideration of each section, including some tinkering with the mechanics of operation, the document was approved.

Meanwhile the Business and Education Departments completed their proposals for specific programs with the full awareness of the college-wide policies. President Christenberry announced Regents approval of a masters program in education with concentrations in elementary education and special education, and a Master of Business Administration. The education program would begin in the summer of 1972 and business in the fall. Richard L. James, executive vice-president of the Chamber of Commerce greeted the news as "fantastic."¹⁹

The Graduate Division was a reasonable success from the beginning, 95 students enrolled the first year and 234 at the beginning of the second September.²⁰ Gray Dinwiddie steered the policies of the Division for the first year until a replacement for Preston Rockholt could be found. After interviewing candidates from other colleges, a new Associate Dean was discovered by the search committee at home in the person of Psychology Chairman Harold Moon. Moon had been lured from Auburn to repair the ravages wrecked by the duMas turmoil upon the Psychology Department. Two years later he became Associate Dean with the direction of the Graduate Division as his special province. His policy was to enforce the requirements voted by the faculty until they were changed by proper faculty vote. As a result, the statutes of November 17, 1971 became more relevant than they had before Dean Moon's turn at the helm. Some of the regulations were changed, particularly those dealing with the numbering of courses, a subject which tended to become more confused the more it was clarified. Another change was in the composition of the Graduate Council, a change necessitated by the adoption of new programs which were not anticipated in November, 1971.

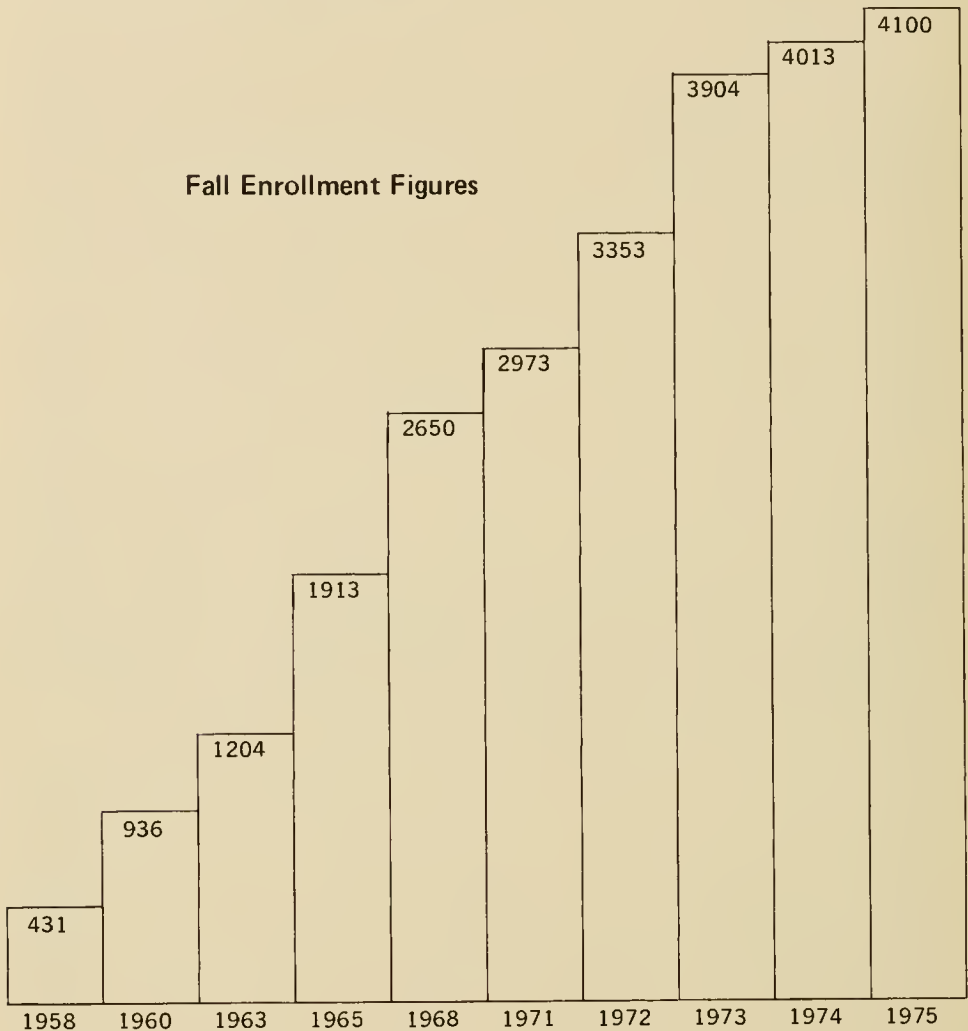
The most significant changes were in the introduction of programs for teachers in secondary education. The Master of Education degree was available to students who wished to concentrate in English, mathematics or in the social sciences. The program in the latter was unique. Calvin Billman's department dropped its plans for a Master of Arts program in history when several conferences with area social studies teachers indicated that the priority need was for a broad knowledge of several fields. Billman then constructed a program which offered two or more courses in history, political science, psychology, sociology and economics. The program was flexible enough to permit the student to take as many as eight courses in one department or as few as two. At least twenty credits in professional education courses was required, but even here there was flexibility for the student who needed more than twenty.

The provisions of the regulations governing the Graduate Council were revised to permit the English and Mathematics Departments to be represented. The graduate faculty in the various social sciences departments had to elect one representative.

There was a comedy of errors in the fall of 1973 when the Executive Committee noticed discrepancies between the adopted policies and the actual situation caused by the introduction of the new secondary education programs. The Executive Committee instructed the Faculty Policies Committee to look into the section of the graduate statutes regarding membership on the Graduate Council. The Faculty Policies Committee interpreted its charge broadly and began to consider the revision of the entire document, including provisions which were not under the purview of faculty policies. The Graduate Council objected to what it considered to be interference in its affairs. Since the comprehensive document on college governance was in the blue print stage, the Graduate Council had to struggle to maintain its delegated powers against the three major committees which claimed interests in the same matters, the Faculty Policies, the Academic Policies and the Curriculum Committees. For good measure, the Executive Committee claimed an overreaching interest in all matters. It took the utmost tact and good will on the part of everyone concerned to prevent the constant bumping into each other from bringing on temper tantrums and anarchy. However, the various committees learned to accommodate one another and the accommodations were written into college governance. Some other colleges might adopt the rules first and then live up to them afterward. The experience at Augusta College was the opposite. And in this the College had a precedent, as the national bicentennial might suggest; this nation lived its colonial experience and then wrote its constitution.

Paralleling the evolution of faculty involvement in college governance was a similar movement among the students. There had been a form of student government at least since 1926, just as there had always been faculty meetings. During the Junior College years election to any student office was a social distinction, more than anything else, which entitled the electee to a portrait in the *White Columns*. The Student Government's most important function was to conduct the several social events of the year. For example in 1967, the Student Guidebook defined the purpose of Student Government as the initiation and sponsoring of student activities "looking to the betterment of student life in our institution."²¹ These activities included Club Week, a week during which twenty campus organizations recruited members, a freshman dance, the Christmas Belle Ball, the Jagland Dance and Graduation Dance. Anyone who looked for evidence of a new senior college maturity might have taken comfort in the demise of Kids Day. There were positive signs of a changing attitude, however. In September, 1967, Robert Crout called for a comprehensive code for students rights and responsibilities.²² And indeed, two students were named to a Faculty Committee on Student Activities charged with the task of recommending policies concerning student activities. The students were Junior Class President, John C. Bell, Jr. and the Sophomore President, Jimmy Walker. The faculty members of the committee Grover Williams, Harry Dolyniuk, Bill E. Bompart, Walter Powers, were all with the college still

in 1975. The two administration members, Golden Langdon and Elizabeth deBeaugrine, would soon leave the college.



Under Mike Gigandet's leadership the Student Government Association began its own self-study. Volunteers for a constitution committee were sought in the weekly announcements bulletin in November, 1967.²³ The work on the revised constitution and the document on student rights was done to the accompaniment of a barrage of advice and criticism from the *Bell Ringer*. Robert Crout urged the students to face up to the administration in February, 1968. Bill Harper heaped scorn on the SGA, its "attempts at being student government are an insult and a farce," he wrote in March. A group calling itself "Concerned Students" managed to delay the adoption of a revised constitution until thorough changes were made. Randy Lamkin assumed the role of opposition leader in November, calling for a faculty senate which would cooperate with the student government in formulating

academic policy.²⁴ Lamkin created a minor sensation which attracted the attention of the *Augusta Chronicle* by introducing a resolution to dissolve the Student Government Association in May, 1969. He was quoted to the effect that the purpose of his move was to stimulate needed debate on the purpose of SGA. John Bell, SGA President, defended his organization, "We're working more closely this year with academic and administrative affairs than we have in the past."²⁵

The constitutional changes adopted by the students were described in the College Self-Study of March, 1971. An Inter-Club Council was inaugurated to provide cohesion among the various campus groups. Each chartered organization was represented on the new Council. In addition there was a new Advisory Cabinet, composed of SGA officers, class presidents and a representative of the Inter-Club Council. Another seat on the Advisory Cabinet was reserved for the chairman of the new Judicial Cabinet. This board of seven students was empowered to hear any case referred to it by the SGA president and the Dean of Students as well as all campus traffic cases appealed by students.

Grover Williams' Self-Study Committee on Student Personnel, which included student Priscilla Davison among its members, acknowledged the increased importance of the SGA. "In the past, there has been very limited participation in SGA projects; however as SGA has recently become involved with important areas of student concern such as parking problems, registration efficiency and selection of a new Dean of Students, students have increasingly looked to the SGA for leadership and direction."²⁶ The Self-Study frankly admitted that the administration of the College had traditionally preferred to merely prevent trouble rather than to support and guide students toward a more active part in college governance, but it predicted a change in policy with a new college president at the helm.

The Visiting Committee representing the Southern Association noted that there was student dissatisfaction with token representation on a few committees.²⁷ The appointment of two students to the Committee on College Governance was one effort to meet the problem. The Academic Dean next invited the SGA to appoint students to all the major college committees. The invitation itself did much to dispel the dissatisfaction. Absenteeism among the student committee members soon became chronic as they discovered that committee work was infinitely more tedious than they had imagined.

The document on student rights and responsibilities was finished by the Faculty Committee on Student Activities by the summer of 1968. The statement received the endorsement of the Student Government Association and of President Robins and so it was published and circulated. As we have mentioned earlier in this chapter, the document became a cause célèbre because the faculty was not consulted as a body for its approval. Both the statement and the SGA constitution became the objects of study of the College Governance Committee. The revised versions of the two documents were circulated in April, 1973. A preamble contained a simple statement which represented a giant step in the evolution of student power, "There shall be student representation on any standing council or committee of the college as approved by College Governance or as approved by the College President."²⁸ There were some guarantees of student liberties which would

have raised eyebrows in the junior college days. It was made clear that student groups might invite and hear any person of their own choosing subject only to the requirements for the use of institutional facilities. Student support of any cause by orderly and legal means was acknowledged. Faculty advisors would have no veto power over campus organizations. Any student or group of students might distribute written material without prior approval unless such distribution disrupted the college operations. The student press would be free of censorship. The right of students to participate in shaping educational policy was explicitly stated. Peaceful protest and picketing was guaranteed as long as no damage resulted. These regulations would have helped smooth the relationship between Dean Golden Langdon and the Student Mobilization Committee in 1970, but by 1973 the United States was out of Vietnam and student dissent was limited to individual problems. These student documents were an accurate statement of the *modus vivendi* at Augusta College, but their formal ratification awaited the completion of the comprehensive college governance policy. There would undoubtedly be adjustments made by the faculty or by the Regents, but it was extremely unlikely that in the Bicentennial year the students would be asked to relinquish any important liberties. The draft of college bylaws, issued by Dean Dinwiddie in April, 1975 guaranteed student representation on the proposed College Council.

When the Faculty Policies Committee invented the concept of a College Council originally in March, 1971, it assumed that there would be representation from the alumni and community as well as from the faculty and students. John Pearce's diagram of college governance which was the first item of study taken up by Preston Rockholt's committee assumed that community input would be secured through the Augusta College Foundation. The Foundation pioneered for the other elements of the college community in the business of setting up its own by-laws. Unlike the faculty, students and alumni, the members of the Foundation began by incorporating themselves.

The Augusta College Foundation was born out of the euphoria which followed the Regents approval of A.C.'s senior status in May, 1963. The sole purpose of the Foundation, according to its charter of incorporation was "the establishment and administration of an endowment fund for the benefit of Augusta College." The original petitioners whose names were affixed to the charter were Russell A. Blanchard, Paul B. Bailey, John C. Bell, T. R. Daniel, Gordon M. Kelly, Howard M. Leitner, Eleanor B. Mertins, Vernon Maddox, Katherine R. Pamplin, Dorroh Nowell, Charles Daley and Samuel C. Waller.²⁹ The *Augusta Chronicle* hailed the new Trustees editorially, "they will knit closer the ties of the community to the college . . . future generations will be indebted to them."³⁰ The first official business of the Foundation was to adopt a set of by-laws drawn up by Sam C. Waller, one of the founders. Ex-officio members of the Foundation during its first year of active existence were President Robins and Alumni Association President Harold S. Engler. Russell Blanchard was chosen chairman of the Board of Trustees, Harold Engler Vice-Chairman, Samuel C. Waller Secretary and Howard Leitner Treasurer. The Chairman announced the first bit of good news, a gift of \$1,000 had been received from Mrs. Katherine Pamplin. Blanchard planned to solicit gifts from one hundred others, hoping to raise \$5,000.³¹

He did better than that. During the first year donations amounting to over \$46,000 were received. Most of that amount was tied up in a house and land near Clayton, Georgia donated by Mr. Joseph Moore to the Foundation.³² After the first fervor, there was a sloughing off of contributions. In 1967, a year during which the Trustees missed their annual meeting, the endowment fell to approximately \$30,000. During 1968 there was a comeback, thanks largely to the Cullum family's \$10,000 contribution for prominent lecturers. A special scholarship fund was established in memory of Trustee John C. Bell who died during the year and \$5,000 was collected almost at once. The 1968 treasurer's report showed that the fund had doubled to \$60,000. Among the year's achievements, Chairman Russell Blanchard reported the purchase of property on McDowell Street which permitted a southern gate to be opened, a major boon for traffic flow. The market value of the endowment corpus remained at \$60,000 through 1970 when George Christenberry began to urge the Trustees to greater things. One of William H. Rodimon's first assignments as Director of College and Public Services was to work hand in glove with the fund-raising activities of the Foundation. President Christenberry, Chairman Blanchard and Rodimon achieved remarkable results through a campaign of personal diplomacy. As we mentioned in the previous chapter the first fruits of the effort were the Pamplin and Maxwell bequests. Russell Blanchard summed up a good year's work in November, 1971 in his report to the Trustees, "Without seeming to boast, but recognizing the fine work done by individual members, we call your attention to a gift of the Boykin Wright property to the college, the Maxwell Scholarships, the Pamplin library support, the Cullum Visiting Scholar program, and while somewhat unrelated to our purpose, several of the trustees have been helpful in encouraging high officials to offer masters programs at Augusta College."³³

The Foundation Trustees were ready allies for President Christenberry in his efforts to secure the Army Reserve tract. Taking an overview of the Trustees activities during the first decade of their existence, they were beginning to act more and more like the Board of Trustees of a conventional private college. The notion of their being represented on a College Council was perfectly plausible. If the community was to be represented at all then the Foundation Trustees was a logical and time-tested choice. By 1975, it was clear that any initiative in that direction would have to come from the college. The Trustees, busy business people all, would not seek out any greater involvement than they already had. In 1973, Grover C. Maxwell replaced Russell Blanchard as Chairman. Samuel C. Waller continued to hold office as Secretary and Howard Leitner remained as Treasurer.

The alumni represented an important segment of the college community. Should the alumni be included on the much discussed College Council? The history of the alumni's efforts to organize as a coherent body parallels the story of the faculty and the students. During all of the Junior College years the alumni quietly grew in numbers and occasionally celebrated their presence, as in the twenty-fifth anniversary of the graduation of the Class of 1927.³⁴ The move to the Arsenal quickened the pulse of the alumni. Annual meetings were held to give the graduates of the Academy years a chance to identify with the new campus. The alumni attempted to transfer some of their cherished traditions to the new college.

Major Butler would have approved of the alumni's call for the establishment of a military department in 1959.³⁵ Nothing came of it at the time. President Robins was too intent on beating swords into ploughshares and otherwise demilitarizing the Arsenal. Later, while celebrating its jubilee, the college would revive the issue of restoring the R.O.T.C. The 1959 meeting of the alumni set two important precedents. Russell Blanchard was honored with the "distinguished alumnus" award. Since then the award was bestowed on Dr. Robert G. Ellison, Class of '37, George W. Forbes, Class of '39, Mrs. Geraldine W. Hargrove, Class of '34, Douglas Barnard, Class of '42, Dr. Harold S. Engler, Class of '42, John C. Bell, Class of '35, Dorroh L. Nowell, Class of '35, R. A. Lackman, Class of '50, A. L. Williams, Jr., Class of '42, Ruth McAuliffe, Class of '28, Dr. Wilmina M. Rowland, Class of '27, Dr. James R. Craig, Class of '33, W. T. Ashmore, Class of '32, and Paul B. Bailey, Class of '39. The Class of 1942, with three recipients of the honor, earned a claim to distinction. It is significant that each of the honorees attended the old Junior College. Each award, therefore, has linked the Junior College and Augusta College more closely. It is interesting to note the name of Wilmina Rowland on the male dominated roster. We have quoted her earlier as saying that the girls of '27 had hardly a chance in a man's world. The Reverend Doctor Rowland was the first woman minister to deliver an invocation on the floor of the United States Senate.³⁶

Another precedent set in the 1959 meeting was the resolution to establish an endowment fund. Although the fund failed to materialize an Alumni Association did. Late in 1959 George Forbes replaced Walter Reiser as President and led the way in adopting a set of by-laws establishing the Alumni Association. The governing body were the officers and an executive board of five others.³⁷ The young Association busied itself with good works. In 1961, still under Forbes' administration, the Association honored the beloved teacher, Charles Cordle. The feature of the evening was a slide presentation of scenes from Cordle's life, surreptitiously obtained and humorously presented by Lee Wallace. In 1963, with Harold Engler as President and Mrs. Warren Twiggs as Vice-President, the alumni threw its weight behind the book drive which Ray Rowland credited with the real launching of the modern library. During the transition from junior to senior status the Association raised about one thousand dollars annually by raffling a Masters Tournament ticket. In 1965, President Tommy Ashmore reported that the Association included eighty-four members.³⁸

The infusion of senior college graduates after 1967 coincided with a movement to reorganize the Association. No one could find the original by-laws and the 1968 project was to rewrite them.³⁹ As it turned out the project would consume almost as much time as the faculty required to do a similar task. Dean Gleason inherited the Alumni Association with the new post of Dean of Administrative Services in 1968, but his days at the college were already numbered. Gleason's Assistant, O. G. A. Mastroianni, was named Alumni Coordinator in 1969 and infused new energy into the college-alumni relationship. Mrs. David Gardiner became the Secretary for the Association and introduced continuity and organization into the business of record-keeping.

Alumni Vice President Sam Bodie worked on the new constitution during 1970 with the help of Attorney Harry H. Bell. The first draft was presented to the

Association in November, 1970. Therefore, when President Christenberry outlined three goals for the alumni in January, 1971, the adoption of a constitution, the incorporation of all alumni into the Association and a new fund raising effort, the first two goals were met immediately. The finalized constitution was presented to the Association a week later. It established a Board of Directors of twenty-one persons and defined its membership as including all former accredited students, whether they had graduated or not.⁴⁰ The Directors were divided into standing committees for planning, publicity, activities and student relations, fund raising and finally, special awards and events. Alumni President Stewart Wiggins urged the members to accept President Christenberry's challenge and get to work. Ironically, the alumni ran into a snub in their zeal to establish a closer relationship with the students. The Alumni Association agreed to participate in the Homecoming festivities in January 1971, but could not discover what was expected of it. The Student Government officers thought that the Alumni Association was uncooperative. Wiggins wrote, "We do . . . feel that when someone makes plans for us that perhaps they should at least inform us of this so we may be able to serve."⁴¹ The problem of establishing a link with the students would continue to occupy the Alumni Association. When William Rodimon took over alumni affairs, he suggested that two students sit on the Alumni Board as members. The idea was rejected because "students are not alumni." Rodimon also suggested a central committee to coordinate the activities of the Student Government, the Athletic Department and the Alumni. The suggestion was interesting in view of a concurrent proposal by the Faculty Policies Committee to put alumni and students on a College Council.⁴²

Although the Association did not take Rodimon's advice in a closer linking with the students, it did adopt his plan for organizing a fund drive. Class agents were appointed and class competition was encouraged. In 1971-1972, 317 alumni gave \$5,662; in 1972-73, 453 gave \$6,809.50; and in 1973-1974 the amount donated reached \$7,835.50 from 490 alumni with the Class of 1936 leading with the largest total contribution, \$2,400.00. The success of the fund drive prompted more organizing. In October 1971, Alton McFeeley reported on the advantages of incorporating the Association. Donations would be tax exempt for one. By May, 1973 the incorporation of the Association was accomplished.⁴³

<i>Majors Offered</i>		
	1963*	1975
Associate	0	5
Baccalaureate	9	19
Masters	0	6
* College authorized to offer work leading to the B.A., B.S., and B.B.A. degrees.		

The Association began to conduct itself in a manner befitting a corporation. Its annual drives became more professional; the Alumni Edition of the *Bell Ringer*, edited by Marian Cheek in March, 1974, was a handsome piece of journalism; the Cecelia Arthur Memorial Scholarship was well administered; plans were afoot to help guide students from college to careers. In all its activity, the Alumni did not lose its unique role as bridge with the past. It sponsored a project to honor all former college presidents with a portrait of each to be hung in the new Reese Library. There was a poignant echo of the past among the Alumni Association papers for the year 1973, "Thank you for remembering me on my 89th birthday. Friends that have an everlasting quality are one of God's greatest gifts to me." The note was signed Eric Hardy.

It was curiously coincidental how during the five years of George Christenberry's tenure, there were four different segments of the college community intensely and protractedly engaged in the process of drawing up by-laws. The faculty, the students, the Foundation and the Alumni were securely and separately organized by 1975. Whether they would be inspired during the Bicentennial year to any kind of union remained to be seen.

CHAPTER FIFTEEN

Profiles And Projections

THE SELF-STUDY of 1971 continued to offer an accurate profile of the college through 1975, despite the addition of graduate programs. The college administration was well organized and functioning smoothly. The recommendation in the Self-Study that the Dean's Office be supported was acted upon by the appointment of Associate Dean Harold Moon and Assistant Dean John L. McNeal, each with definite duties carved out of the Dean's many responsibilities. The President and faculty membership on Regents Advisory Committees remained the only links with the governing body, the Board of Regents, although in 1975, there were faculty rumblings about opening new lines of communication with the Regents and with the State Legislature.

The educational program was judged to be sound in the Self-Study. The Augusta College students continued to score higher than the average of the University System on the statewide examinations. The adoption of a new statement of purpose focussed attention on community programs as well as interdisciplinary programs. Associate of Arts Degrees in Criminal Justice and Secretarial Science were added as was a Bachelor of Science Degree in Medical Technology. A co-operative program with Augusta Tech was established. The first graduate programs were planned for teachers and those in business administration. A volunteer R.O.T.C. program was endorsed by the Curriculum Committee. In addition to all these academic programs there were an increasing number of non-credit courses offered by the Office of Extended Services. To emphasize the added importance of these programs, the name of Thomas Riley's office was changed to that of Continuing Education. The State recognized participation in continuing education courses by an intricate system of continuing education units, which might in the course of time become equivalent to academic credit.¹ In the spring of 1975 the Office of Continuing Education offered thirty programs to 1155 participants.

In 1975, as in 1971, interdisciplinary courses remained more an ideal than a reality. The strong departmental tradition at the College, with each department operating as a quasi-autonomous unit, militated against the introduction of inter-departmental programs. Department chairmen were hired to run the departments, no one was hired to bridge them. As a result, programs which might be constructed upon the existing curriculum, such as American Studies, Urban Affairs, Environmental Studies, failed to become realities for lack of a sponsor. The noteworthy exception was a program in Third World Cultures, alluded to earlier. If Augusta young people were not likely to go to exotic places then the cultures would be brought to Augusta. The program was the brainchild of Callaway Professor of Philosophy, Creighton Peden. In the first three years students and professors from the various departments sat together and studied India, Brazil and Nigeria.

The Self-Study expressed satisfaction with the admissions policy, the inclination of many of the faculty to experiment with new methods, the organization of the lower division "core" and the upper division majors. During the subsequent years the program was given a second searching look and some criticisms were voiced, the gist of which was that the curriculum was too complicated and fragmented. In 1975 the attitude of the faculty resembled that of the Georgia Legislature contemplating the much-amended State Constitution. Every one recognized

the need for a thorough revision but the spirit shrank before the magnitude of the task.

There was no complaint in the Self-Study about the average level of salaries which was \$10,436 for 1969-1970. Working conditions were judged to be satisfactory. The normal fifteen-hour workload was described as too heavy to permit serious faculty research. However, something could be ventured. President Christenberry responded to the instigations of Floyd O'Neal and others and established a Faculty Research Fund. Modest but promising proposals were funded in 1973 and 1974. The Self-Study called for more student evaluation of teachers and for more explicit guidelines for tenure and promotion. In these two matters the faculty responded with an unaccustomed enthusiasm. As a result, by 1975 evaluations of faculty by students and faculty by faculty were continual and exhaustive.

The student and faculty rating of the library was high in 1971. The need for additional space was demonstrated beyond any cavil. A building which was filled in 1970 with 91,892 books, contained 150,000 in 1975. There was no room for storage of audio-visual material and not nearly enough micro-film and micro-form readers and equipment. The Visiting Committee, which usually finds that the faculty was not critical enough, decided that the evaluation of the library was too critical and did not dwell enough on the excellent progress achieved. The Committee agreed on the need for a new facility. The cheerful beat of the trip-hammers was the 1975 response to the 1971 Study as the latest landmark, the Reese Library, was raised on the Augusta campus.

The Education Department produced a massive Self-Study of its own for certification purposes. The Visiting Committee of the Southern Association of Colleges gave the Teacher Education program a gold star. The Committee approved the involvement of the academic departments in the preparation of teachers and reported that "the professional education faculty show great enthusiasm for their work and concern for their students' growth and general welfare."² The education programs, newly constructed, had to be revised during the years following the 1971 visitation. The zeal of the Legislature to get a proper return for its tax dollar led to greater emphasis on teacher accountability which in turn made it necessary for Augusta College to vouch for the competence of its graduating teachers. Laboratory experiences were incorporated into the professional education sequence. This means that student teachers were tested in actual classroom situations.

The Self-Study of 1971 foresaw a problem in assimilating black students into the life of the College. The report envisioned the probable necessity of firing a few teachers whose attitudes were hostile toward black students. As we mentioned earlier, integration proceeded relatively smoothly without firings or fireworks. However, an acceptable degree of integration was not achieved by 1975. Augusta College was caught up in a crack-down on the entire University System by the United States Department of Health, Education and Welfare. The same Office of Civil Rights in Atlanta which had taken up cudgels on behalf of women's rights required the member colleges of the System to put an "Affirmative Action" plan in writing. Comptroller Billy B. Thompson was given the task of producing a policy statement in November, 1972, and by May 29, 1973, the statement was ready.

Past efforts to recruit black faculty and students were reviewed, difficulties were enumerated and goals were set. In order to achieve a 1980 ratio of one black professor for every ten whites, Augusta College proposed to hire at least two black teachers a year for seven years. An enrollment of 600 black students by 1970 was set as a goal, 15% of the expected 4,000 student body. The college was prepared to offer financial aid to black students and to institute a developmental program for those students with inadequate academic training. The developmental program was swiftly enacted under mandate from the Board of Regents. The old opposition to offering college credit for less than college quality of work was compromised by the decision to offer credit but not count the credit in the 186 required for graduation.³

The Self-Study recommendation in regards to the physical plant was solidly behind a new library. The need for a new gymnasium was given passing reference. The campaign for a larger athletic building began as soon as the first gymnasium was completed in 1964. Proponents of a new facility were the students, townspeople, the alumni, the administration and the faculty in that order. The project was one of the *Bell Ringer's* favorites. Enthusiasm for the larger facility mounted in direct proportion to the won-lost record of Marvin Vanover's Jaguars. In 1966 Augusta College joined the National Association of Intercollegiate Athletics and compiled a creditable 16-11 record. Bill Donen, whose 2229 points remained a record in 1975, was the Jags first All-State player. Vanover did better in 1967-1968, achieving a 21-6 basketball record and starting up baseball and swimming squads. The Jags made the NAIA play-offs; Bill Denny and Steve Brown were Honorable Mentions on the All-American small college team. "Jumping Joe" McBride joined the Jags on the last day of 1968 and Jag fever continued to rise. The team won 20 games in his first year and 27 in his second, against only 3 losses. McBride made the NAIA All-American team and Augusta College went to the Kansas City play-offs. They repeated in 1970-71, winning 22 and losing 6, as "Chip" Johnson led the District Champions to Kansas City. Such prosperity was hard to sustain though Vanover's teams managed very respectable totals of 17, 16, 14 and 19 wins in the following years. Local sportswriter Al Ludwick conceded that Vanover and assistant coach Lennie Carlson "have done much more than a workmanlike job of building a basketball team," but he predicted, "the chances of A.C. signing enough of the kind of players needed to beat the likes of Armstrong, Valdosta or West Georgia depend to a large degree on how soon the new gymnasium . . . will be ready."⁴ In 1975, the ever optimistic Vanover was hopeful about prospects for a new gym, but even if a gym were not in the immediate future the proposed County Coliseum offered exciting possibilities. Better teams could be scheduled to play there, more funds would be generated and recruiting problems would be eased.

Dormitories had been talked about longer than the gymnasium but the subject was itself dormant in 1975. With dormitory colleges down in enrollment across the country, it was not likely that Augusta College would push for residence halls. Questions to be resolved in the future were: What would be done with the vacated library? What use would be made of the Army Reserve building once acquired?

What would be done about the shop building being used for the repair of the polio-fighting equipment?

The 1971 Self-Study concluded with a section entitled "Planning for the Future." It began, "At the outset of this Self-Study, Augusta College adopted a challenging Statement of Purpose which calls for a solid liberal arts foundation for academic work, a receptive attitude toward innovative and experimental programs, and an increased sensitivity to community needs. If the College is to attain the goals set forth in the statement, we must work diligently to implement the recommendations made in the various sections of this report."⁵ The report suggested that a supervisory committee be given the responsibility of setting priorities and supervising orderly growth. Since there was no College Council yet, President Christenberry appointed a Long Range Planning Committee. The composition of the Committee reflected the gradual convergence of the various segments of the College whose struggles toward self-government we have traced in the last chapter. There were three faculty members, three administrators, three students, and three representatives of the community including two from the Alumni Association. Creighton Peden was named Chairman. The Committee might be seen as a response to the same need that prompted the movement toward college governance. It provided a forum for inter-action and an objective platform for surveying performance and pointing out new directions.

The Committee began its work on April 4, 1972, determined to gather information and reach conclusions that would be valid twenty years later.⁶ For the next two years the Committee ranged over a wide area, discussing experimental programs for seniors, using the urban community as a learning resource, placing a greater emphasis on continuing education and instituting procedures for faculty evaluation. One of the most intriguing suggestions to come under discussion was the proposal that Augusta College and the Medical College of Georgia be merged into a new institution to be known as the University of Augusta.

Finally in 1974 the Long Range Planning Committee decided that it was operating too much in isolation. The Committee would not come out of its "think tank," but it would bring everyone else into planning. The entire college community would be canvassed to determine what Augusta College's goals should be. The assumption was that the canvass would reveal the need for some changes. The goals would be translated into programs and the cost of each program would be assessed. Measurable yearly objectives would be set and results would be evaluated. Specifically charged with assisting the President in the planning process was a new group, designated the Institutional Planning Committee. Its membership included Long Range Planning Chairman Peden, Deans Dinwiddie and Galloway, College and Public Services Director Rodimon, Comptroller Thompson, Student Government President Bart Snead and two planning coordinators, John McNeal and Norman Schaffer.

Thus, as the College celebrated its fiftieth anniversary it was caught up in essentially the same business as the nation on its two-hundredth. It looked to its origins, examined its purposes, reviewed its philosophy. There were some indications that the College would continue to move into active interplay with the com-

munity, that it would attempt to simplify the curriculum, and that it would guard its liberal arts core. But then, these directions would be familiar ones. They were the paths which the College had followed since it was part of Richmond Academy. The shades of Major Butler reminded the College to be true to its academic tradition. The memory of Eric Hardy was sanction for developing the community college concept. The example of Lawton B. Evans was a gentle reminder that one of the original functions of the college is to train teachers.



50TH ANNIVERSARY—Widows of three former Presidents assist Dr. and Mrs. Christenberry cut the College's birthday cake. From left: Mrs. Skinner, Mrs. Markert, Dr. and Mrs. Christenberry, Mrs. Henderson (widow of Major Butler).

We began this work by commenting on President Christenberry's announcement of the celebration of the College's anniversary. Coincidentally and without much ado he did another symbolic act. He displayed a magnificent portrait of George Washington in his outer office in Rains Hall. The painting was a work of obvious merit and of mysterious antiquity; no one knew the name of the artist or the circumstances of its origin except that it was discovered in the attic of Payne Hall. This particular commemoration of Washington was singularly appropriate. It was Washington who gave the orders to establish a federal arsenal in Augusta. Thus he initiated the chain of events which led through almost two hundred years of history: through the transfer of the first arsenal to the Village of Summerville, through the Confederate command of George Washington Rains, through the Indian summer quietude of the Benét years, through the frantic upsurge of activity

during World War II and finally through the transfer of the historic property to the Junior College of Augusta and the present.

The Arsenal chain is only one which links Augusta College to the man in the portrait. There is that other coincidence which has been narrated earlier. President George Washington actually attended the early equivalent of a commencement exercise at Richmond Academy, the precursor of Augusta College and even then part of the University of Georgia system. Washington listened to the speech of a student doing college level work at the Academy. The student, Edmund Bacon, expressed the most heartfelt gratitude for what Washington and his generation had done in launching the great American experiment. On behalf of all students who would follow him, Bacon promised to continue the work begun by Washington. Washington's portrait hangs in the office of Rains Hall as one who belongs. He is the party of the first part of an historic compact.

<i>Degrees Awarded</i>		
	1967*	1975
Associate	0	52
Baccalaureate	182	334
Masters	0	46
* First year baccalaureate degree was awarded.		

The concurrence of the fiftieth anniversary of Augusta College and the two-hundredth of the nation is a time for celebration and a time for renewal. It is a moment to recognize the indebtedness of those who make up the college community in 1976 to the pioneers: Robins, Markert, Hardy, Skinner, Butler and Evans. It is the occasion to acknowledge the intellectual parentage of the founders of Richmond Academy like George Walton and the fathers of the University of Georgia like Abraham Baldwin. These founders of Georgia dared to commit the limited resources of the new State to the cause of higher education for Georgians. They, too, are the party of the first part of a bicentennial contract. Those Georgians who have benefited from public higher education are the party of the second part. They owe their State an enlightened, responsible participation in citizenship. The clear connection of the history of Augusta College to the generation of the American Revolution establishes a special claim upon the intelligent patriotism of its students and alumni.

A SUMMARY OF EVENTS

- 1910—Academy of Richmond County added one year of work beyond high school.
- 1925—Junior College of Augusta was chartered. George P. Butler was named president.
- 1926—Junior College opened in what was then the new academy building. Junior College was accredited by the Southern Association of Colleges and Schools.
- 1927—First graduating class.
- 1930—James L. Skinner was named president.
- 1937—Eric W. Hardy was named president.
- 1954—Anton P. Markert was named president.
- 1957—Gerald B. Robins was named president. Junior College moved to present site.
- 1958—Board of Regents assumed control of Junior College. Name was changed to Augusta College. Gerald B. Robins continued as president.
- 1963—Augusta College was authorized to offer programs leading to B.A., B.S., and B.B.A. degrees.
- 1966—First summer quarter. Fort Gordon Center opened.
- 1967—Augusta College was accredited by the Southern Association of Colleges and Schools as a senior college. Conferred first baccalaureate degrees—181. Authorized to offer the A.A. degree with a major in nursing.
- 1968—Non-credit short courses were offered. Authorized to offer B.S. in Education degree. Columbus Visiting Scholar program was initiated in January.
- 1969—A Fuller E. Callaway Professorial Chair was established. The College chose philosophy as the field for its first Chair.
- 1970—George A. Christenberry was named president. WACG-FM was licensed.
- 1971—Authorized to grant M.B.A., M.Ed. with majors in elementary education and special education, and A.A. with majors in criminal justice and secretarial studies.
- 1972—Authorized to grant B. Music with majors in performance and music education, Associate in Applied Science, and A.A. with major in general studies. The Grover C. Maxwell Chair of Business Administration was established.
- 1973—Authorized to offer a graduate major in secondary education with concentrations in English, mathematics, social science under the existing M.Ed. degree. Administration Building renamed Payne Hall, Alumni Hall (Radio Station Building) renamed Rains Hall, and Business Operations Building renamed Fanning Hall.
- 1974—Authorized to offer a major in reading education under the existing M.Ed. degree. Authorized to offer a M.S. degree with a major in psychology. Academic I Building renamed Markert Hall, Academic II Building renamed Butler Hall, and Building 6 named Skinner Hall.

FOOTNOTES

CHAPTER ONE

- ¹ *The Bell Ringer*, October 31, 1958.
- ² Southern Association of Colleges and Schools, *Report of the Southern Association Committee Assigned to Make a Visit to Augusta College Prior to the Graduating of Its First Baccalaureate Degree Candidates, 1966*, p. 7.
- ³ *Augusta Herald*, August 19, 1974.
- ⁴ Richmond County (Georgia), Minutes of the Richmond County Board of Education, 1925-1927, pp. 38-39.
- ⁵ Joseph B. Milgran, Jr. and Norman P. Gentieu, *George Washington Rains, Gunpowder Maker of the Confederacy* (Philadelphia, 1961); Dumas Malone, ed., *Dictionary of American Biography*, Vol. XV (New York, 1935), 329-30.
- ⁶ Academy of Richmond County, Minutes of Trustees of Richmond Academy, Vol. III, Annual Report, July 14, 1875, 121.
- ⁷ *Ibid.*, Annual Report, June 28, 1872, p. 110.
- ⁸ *Ibid.*, Annual Report, July 3, 1879, p. 142.
- ⁹ *Ibid.*, Annual Report, June 29, 1883, p. 184.
- ¹⁰ Charles Guy Cordle, "An Ante-Bellum Academy, The Academy of Richmond County, 1783-1863" (unpublished Master's Thesis, University of Georgia, 1935), p. 53.
- ¹¹ Georgia, *Acts of the General Assembly of the State of Georgia, 1853-1854* (Savannah, 1854), pp. 122-123. Richard C. Tubman was an Englishman who made a fortune as a planter and an exporter of tobacco, cotton, and indigo. He left instructions in his will that his slaves be freed. When he died in 1836, his wife Emily arranged for passage to Liberia for sixty-nine slaves. She gave land and supplies to seventy-five who stayed. Emily spent the rest of her life in various benefactions, some of them intended to memorialize her husband. Although Tubman College never became a reality, Tubman High School was begun in 1874 for young ladies. Martha J. Craven, "A Portrait of Emily Tubman," *Richmond County History*, VI (Winter, 1974), 5.
- ¹² A.R.C., Minutes of Trustees, III, May 2, 1854, 68 and July 2, 1856, 72.
- ¹³ *The Georgia Constitutionalist*, February 16, 1830.
- ¹⁴ *Ibid.*, December 4, 1832.
- ¹⁵ *The Augusta Chronicle and Advertiser*, May 1, 1824.
- ¹⁶ *The Augusta Chronicle*, February 17, 1815.
- ¹⁷ *Ibid.*, August 22, 1807.
- ¹⁸ Robert P. Brooks, *The University of Georgia, 1785-1955* (Athens, 1956), pp. 5-11; Dorothy Orr, *A History of Education in Georgia* (Chapel Hill, 1950), pp. 20-33.
- ¹⁹ A.R.C., Minutes of Trustees, I, January 11, 1786, 15.
- ²⁰ Henry C. White, *Abraham Baldwin* (Athens, 1926), p. 159. The citation is from an entry in the diary of Ezra Stiles. Stiles quotes Baldwin as saying that the advanced students were enrolled in two academies, but identified only Richmond Academy.
- ²¹ A.R.C., Minutes of Trustees, I, January 17, 1801, 186 and March 30, 1801, 189.
- ²² Walton's charge was reprinted in the *Augusta Chronicle*, May 31, 1926.
- ²³ *Ibid.*
- ²⁴ The first meeting of the Richmond Academy Trustees occurred on September 16, 1783. The school opened its doors on April 12, 1785. A.R.C., Minutes of Trustees, I, September 16, 1783, 1 and March 25, 1785, 8. The University of Georgia was chartered on January 27, 1785. Brooks, *University of Georgia*, p. 5.
- ²⁵ *The Georgia State Gazette*, June 2, 1787.
- ²⁶ *Ibid.*, October 20, 1787.
- ²⁷ A.R.C., Minutes of Trustees, I, July 21, 1789, 58.
- ²⁸ *Ibid.*, October 31, 1789, 62; Supplement to the *Augusta Chronicle*, June 4, 1791.
- ²⁹ *The Georgia State Gazette*, November 20, 1783.
- ³⁰ Brooks, *University of Georgia*, p. 6.
- ³¹ University of Georgia, Senatus Academicus Manuscripts, Minutes of Senatus Academicus, November 28, 1799, pp. 2-3; December 2, 1799, pp. 7-10; November 24, 1800, p. 12; November 27, 1800, pp. 14,

15, 19-20, 26; June 17, 1801, p. 25; and November 13, 1805, p. 60.

³² Orr, *History of Education in Georgia*, p. 33.

³³ *Ibid.*, p. 354.

CHAPTER TWO

¹ A.R.C., Minutes of Trustees, II, December 24, 1819, 377; the *Augusta Chronicle and Gazette of the State*, March 12, 1791.

² *The Southern Centinel and Universal Gazette*, September 26, 1793.

³ A.R.C., Minutes of Trustees, II, July 30, 1806, 239.

⁴ *Ibid.*, August 11, 1807, 255.

⁵ Malone, ed., *D.A.B.*, pp. 329-30.

⁶ A.R.C., Minutes of Trustees, III, September 26, 1867, 91.

⁷ *Ibid.*, November 14, 1867, 102.

⁸ Richmond County, *Fifth Annual Report of the Public Schools of Richmond County and City of Augusta for the School Year Ending December 31, 1877* (Augusta, 1878), p. 21. When the Trustees agreed to lower the tuition to \$15 per year, the amount charged by the Board for county schools, the Trustees resumed control of the Academy and the Board agreed not to press for another boys' high school. A.R.C., Minutes of Trustees, III, July 3, 1878, 134-35; Richmond County, Minutes of Board of Education, 1878-1891, p. 30.

⁹ A.R.C., Minutes of Trustees, III, June 29, 1883, 185-86.

¹⁰ *Ibid.*, June 25, 1883, 179.

¹¹ Colonel Harry B. Jordan so characterized Rains when presenting \$1,000 for a memorial tablet. The *Augusta Chronicle*, July 6, 1925.

¹² Comment of Captain E. J. O'Connor, *ibid.*, April 27, 1924.

¹³ A.R.C., Minutes of Trustees, III, Annual Report, 1882-1883, 183-84.

¹⁴ Richmond County, *Annual Report of the Public Schools, Augusta and Richmond County* (Augusta, 1908), p. 17.

¹⁵ The *Augusta Chronicle*, February 24, 1933.

¹⁶ "Memoirs and Reflections of Dr. Lawton B. Evans," *ibid.*, September 27, 1939.

¹⁷ A.R.C., Minutes of the Trustees, III, Annual Report, 1879-1880, 147.

¹⁸ *Ibid.*, Annual Report, 1881-1882, p. 171.

¹⁹ Helen Chapman, "The Contributions to Education of Lawton B. Evans" (unpublished Master's thesis, University of Georgia, 1949), pp. 1, 18.

²⁰ Richmond County, Minutes of Board of Education, 1909-1916, p. 24. Signers of the protest were G. H. Nixon, Peter G. Brinson, W. H. Harison, Jr., Landon A. Thomas, and James P. Verdery.

²¹ Boykin Wright to Editor, The *Augusta Chronicle*, April 11, 1909.

²² Richmond County, Minutes of Board of Education, 1909-1916, p. 29.

²³ *Ibid.*, p. 30.

²⁴ *Ibid.*, *Annual Report of the Public Schools of Richmond County and Augusta* (Augusta, 1910), p. 28.

²⁵ *Ibid.*, Board of Education Collection, Scrapbook, Clipping, 1909.

²⁶ The *Augusta Herald*, September 11, 1896.

²⁷ Richmond County, *Annual Report of the Public Schools of Augusta and Richmond County, Georgia* (Augusta, 1903), pp. 14-15.

²⁸ *Ibid.*, *Manual of General Information, Public Schools of Augusta and Richmond County* (Augusta, 1920), p. 37.

²⁹ Chapman, "Contributions . . . of Lawton B. Evans," p. 67.

³⁰ Richmond County, Minutes of Board of Education, 1925-1927, pp. 105-06.

³¹ Katherine P. Boggs to Dr. T. E. Oertel, *ibid.*, p. 111.

³² *Ibid.*, Board of Education Collection, Scrapbook, Clipping, 1913.

³³ *Ibid.*, *Annual Report of the Public Schools of Augusta and Richmond County* (Augusta, 1910), p. 28.

³⁴ The *Augusta Herald*, November 18, 1933.

³⁵ The *Augusta Chronicle*, September 10, 1974.

³⁶ Richmond County, *Annual Report of the Public Schools of Augusta and Richmond County* (Augusta, 1913), p. 34.

³⁷ Boykin Wright to Lawton B. Evans, April 19, 1913, *ibid.*, Minutes of Board of Education, 1909-1916, p. 126.

³⁸ *Ibid.*, p. 203.

³⁹ *The ARC, 1919*, Published by the

Senior Class, Academy of Richmond County, 1918-1919, p. 41.

⁴⁰ R. D. Malone, B. L. deBruyne, J. F. Cason and E. M. Strozier to the Honorable High School Committee of Richmond County, May 27, 1920, Richmond County, Minutes of Board of Education, 1917-1921, p. 220.

⁴¹ Lawton B. Evans to R. D. Malone, B. L. deBruyne, J. F. Cason and E. W. Strozier, June 7, 1920, *ibid.*, p. 221.

⁴² The Last Will and Testament was typically innocuous. The class bequeathed "to our beloved Commandant, Geo. Phineous (sic) Butler, one volume written by the celebrated European mathematician DeBois on How to Teach Trigonometry." *The ARC*, p. 91.

⁴³ J. F. Cason, R. D. Malone, E. W. Strozier, B. L. deBruyne to Hon. Lawton B. Evans, Secretary, High School Committee, June 8, 1920, Richmond County, Minutes of Board of Education, 1917-1921, pp. 222-24.

⁴⁴ George P. Butler to T. I. Hickman, Chairman, High School Committee, June 10, 1920, *ibid.*, pp. 224-25.

⁴⁵ *Ibid.*, pp. 227-28.

⁴⁶ Interview with Emeritus Professor John Evans Eubanks held in Augusta, Georgia, June 18, 1974. Professor Eubanks, in apparent good health at the time of the interview, died three days later.

⁴⁷ Interview with Emeritus Professor Chester M. Sutton held in Augusta, Georgia, August 8, 1974.

⁴⁸ Interview with Emeritus Professor Joseph LeConte Talley held in Augusta, Georgia, June 24, 1974. Other faculty information from *The Rainbow, Yearbook of the Junior College of Augusta and the Academy of Richmond County* (Augusta, 1927).

⁴⁹ George P. Butler to High School Committee, August 10, 1925, Richmond County, Minutes of Board of Education, 1925-1927, p. 41.

⁵⁰ *Ibid.*, pp. 143-46.

³ The *Augusta Chronicle*, May 4, 1923.

⁴ The *Augusta Herald*, September 21, 1924.

⁵ "Memoirs . . . of Dr. Lawton B. Evans," *The Augusta Chronicle*, September 27, 1939.

⁶ *Ibid.*

⁷ Richmond County, Minutes of Board of Education, 1917-1921, p. 271.

⁸ The latter had run the gamut from student to faculty member to commandant to trustee in just over a decade.

⁹ The *Augusta Chronicle*, October 17, 1926.

¹⁰ Elizabeth L. Gignilliat, "A History of the Development of Public Junior College in Georgia" (unpublished Master's thesis, Emory University, 1961), p. 2.

¹¹ The *Augusta Herald*, May 10, 1925.

¹² The *Augusta Chronicle*, May 12, 1925.

¹³ The *Augusta Herald*, December 31, 1922.

¹⁴ *Ibid.*, May 10, 1925.

¹⁵ The *Augusta Chronicle*, October 17, 1926.

¹⁶ Richmond County, Minutes of Board of Education, 1922-1925, p. 311.

¹⁷ *Ibid.*, p. 320.

¹⁸ *Ibid.*, 1925-1927, p. 39.

¹⁹ *Ibid.*, p. 46.

²⁰ Julia A. Flisch, "The Common People of the Old South," American Historical Association, *Annual Report for the Year 1908*, Vol. I (Washington, 1909), 133-43; also see Julia A. Flisch, "Report on the Local Records of Georgia," American Historical Association, *Annual Report for the Year 1906*, Vol. II (Washington, 1908), 159-64.

²¹ Richmond County, Minutes of Board of Education, 1925-1927, p. 111.

²² *The Rainbow*, 1927; Interview with Chester M. Sutton, August 8, 1974.

²³ Statement by Wilmina Rowland Smith, Class of 1927, Augusta College Alumni Survey, 1974.

²⁴ Interview with Chester M. Sutton, August 8, 1974.

²⁵ Statement by Mrs. George C. Laboureur, Class of 1928, A.C. Alumni Survey, 1974.

²⁶ Wilmina Rowland Smith, A.C. Alumni Survey, 1974; *The Rainbow*, 1927.

²⁷ Richmond County, Minutes of Board of Education, 1928-1929, p. 147.

CHAPTER THREE

¹ Richmond County, Minutes of Board of Education, 1917-1921, p. 239.

² *Ibid.*, p. 279.

²⁸ Statement by Doris Simmons Weltch, Class of 1928, A.C. Alumni Survey, 1974.

²⁹ Interview with Joseph LeConte Talley, June 24, 1974.

³⁰ Statement by Deming Lewis, Class of 1931, A.C. Alumni Survey, 1974; *The Augusta Chronicle-Herald*, July 14, 1974.

³¹ Statement by W. T. Ashmore, Jr., Class of 1932, A.C. Alumni Survey, 1974.

³² Interview with Chester M. Sutton, August 8, 1974.

³³ Interview with John Evans Eubanks, June 18, 1974.

³⁴ June Rainsford, "An Old South Carolina Home," *The Mentor* (March, 1929).

³⁵ *Ibid.*, *Floralia, Garden Paths and By-Paths of the Eighteenth Century*, Forward by Gordon Dunthorne (Chapel Hill, 1938); *The New York Times*, December 4, 1938.

³⁶ Interview with Joseph LeConte Talley, June 24, 1974.

³⁷ *The Augusta Chronicle*, November 19, 1933. The details of the Butlers' career are from an interview with Mrs. Butler, now Mrs. P. F. Henderson, held in Edgefield, South Carolina, October 5, 1974.

³⁸ *The Augusta Chronicle*, April 7, 1938.

CHAPTER FOUR

¹ Interview with Emeritus Professor Norman L. Galloway held in Augusta, Georgia, August 4, 1974. After this incident one of Chester Sutton's students spit tobacco out of the window. When Mr. Sutton expressed shock and amazement, the student replied that Mr. Hardy did it so why couldn't he? Interview with Chester M. Sutton, August 8, 1974.

² Interview with Norman Galloway, August 4, 1974.

³ *The Musketeer*, May 1, 1931.

⁴ S. D. Copeland to Principals of High Schools and Junior College, November 14, 1934, and newspaper clipping, Richmond County, Board of Education Collection, Monte Sano School Scrapbook, 1924-1945.

⁵ *The Augusta Chronicle*, March 10, 1935.

⁶ *The Musketeer*, December 6, 1935.

⁷ Richmond County, Minutes of Board of Education, 1932-1934, pp. 251, 277.

⁸ *The Augusta Chronicle*, May 15, 1934.

⁹ *The Augusta Herald*, June 9, 1934.

¹⁰ Richmond County, Minutes of Board of Education, 1930-1932, pp. 163, 165, 181.

¹¹ *The Augusta Herald*, May 10, 1931; *The Augusta Chronicle*, May 15, 1931.

¹² *The Augusta Chronicle*, June 14, 1931.

¹³ *Ibid.*, June 5, 1932; *The Augusta Herald*, June 5, 1932.

¹⁴ Very few present day boosters of Augusta College's basketball "Jaguars" relate the team name to the Junior College of Augusta.

¹⁵ *The Musketeer*, January 1, 1934.

¹⁶ Richmond County, Minutes of Board of Education, 1934-1935, p. 111.

¹⁷ J. L. Skinner to Mrs. Ben E. Lester, Chairperson. High School-Junior College Committee, Board of Education, January 17, 1935, Richmond County, Board of Education Collection, Pournelle Scrapbook, 1934-1940.

¹⁸ *Ibid.*, Minutes of Board of Education, 1934-1935, p. 275.

¹⁹ J. L. Skinner to Mrs. Ben E. Lester, January 17, 1935, *ibid.*, Board of Education Collection, Pournelle Scrapbook, 1934-1940.

²⁰ *The Augusta Chronicle*, November 2, 1935.

²¹ *Savannah Morning News*, September 15, 1935, cited in Gignilliat, "A History . . . of Public Junior Colleges in Georgia," p. 37.

²² *The Augusta Chronicle*, November 2, 1935.

²³ Richmond County, Minutes of Board of Education, 1935-1936, p. 156.

²⁴ *The Musketeer*, February, 28, 1936.

²⁵ *Ibid.*, May 14, 1936.

²⁶ Richmond County, Minutes of Board of Education, 1937-1943, p. 26.

²⁷ Statements by Helen Whisnant Kaiser, Class of 1938, Jewelene Epps Jones, Class of 1935, and Sara Bolgia Breibart, Class of 1938, A. C. Alumni Survey, 1974.

CHAPTER FIVE

¹ Interview with A. P. Markert held in Augusta, Georgia, June 20, 1974, a few weeks before his death.

² *The Augusta Chronicle*, September 15, 1939.

³ Augusta College Library, Special Collection, *Bulletin of The Junior College of Augusta, Augusta, Georgia, Catalogue, 1940-1941*, pp. 33-34.

- ⁴ *The Musketeer*, February 24, 1942.
- ⁵ Richmond County, Minutes of Board of Education, 1944-1954, pp. 506, 37.
- ⁶ A.C. Library, Special Collection, *Bulletin of The Junior College of Augusta . . . Catalogue, 1944-1945*, pp. 15-16; *The Musketeer*, December 15, 1944.
- ⁷ A.C. Library, Special Collection, *Bulletin of The Junior College of Augusta . . . Catalogue, 1944-1945*, p. 8.
- ⁸ *Ibid.*, 1946-1947, p. 8.
- ⁹ *Ibid.*, 1948-1949, p. 8.
- ¹⁰ *The Augusta Chronicle*, September 4, 1947.
- ¹¹ *Ibid.*, September 16, 1949.
- ¹² *Ibid.*, July 22, 1949; Library, Special Collection, *Bulletin of The Junior College of Augusta . . . Catalogue, 1948-1949*, p. 24.
- ¹³ *The Augusta Herald*, September 1, 1946.
- ¹⁴ *The Augusta Chronicle*, October 4, 1947.
- ¹⁵ *The Augusta Herald*, April 11, 1948.
- ¹⁶ *The Augusta Chronicle*, January 22, 1949.
- ¹⁷ *Ibid.*, July 18, 1949.
- ¹⁸ *Ibid.*, July 30, 1949.
- ¹⁹ *Ibid.*, October 2, 1949.
- ²⁰ *Ibid.*, December 9, 1949.
- ²¹ *Ibid.*, December 16, 1949.
- ²² *Ibid.*, January 12, 1950.
- ²³ A.C. Library, Special Collection, *Bulletin of The Junior College of Augusta . . . Catalogue, 1953-1954*, p. 11.
- ²⁴ *Ibid.*, 1951-52, pp. 28-40.
- ²⁵ *Ibid.*, p. 41.
- ²⁶ *The Augusta Chronicle*, January 18, 1951.
- ²⁷ *Ibid.*, October 21, 1951.
- ²⁸ *Ibid.*, March 11, 1938.
- ²⁹ Details As to the Financial Status of the Richmond County Board of Education at the Close of the 1939-1940 School Year, A.C. Library, Special Collection, Cordle Scrapbook, December 31, 1939-September 20, 1940.
- ³⁰ *The Augusta Chronicle*, September 4, 1946.
- ³¹ *Ibid.*, September 6, 1946.
- ³² *Ibid.*, September 12, 1946.
- ³³ *The Augusta Herald*, October 4, 1946.
- ³⁴ *Ibid.*, April 11, 1947 and April 13, 1947.
- ³⁵ *Ibid.*, April 19, 1947; *The Augusta Chronicle*, April 19, 1947.
- ³⁶ *The Augusta Chronicle*, April 20, 1947.
- ³⁷ *The Augusta Herald*, April 18, 1947.
- ³⁸ *The Augusta Chronicle*, May 9, 1947.
- ³⁹ *Ibid.*, May 24, 1947.
- ⁴⁰ *The Augusta Herald*, May 28, 1947.
- ⁴¹ Interview with Norman Galloway, August 4, 1974.
- ⁴² *The Augusta Herald*, July 11, 1948.
- ⁴³ *Ibid.*, July 18, 1948.
- ⁴⁴ *The Augusta Chronicle*, August 4, 1948 and August 5, 1948.
- ⁴⁵ *The Augusta Herald*, August 13, 1948.
- ⁴⁶ *The Augusta Chronicle*, April 12, 1949.
- ⁴⁷ *Ibid.*, April 19, 1949.
- ⁴⁸ *The Augusta Herald*, August 12, 1949.
- ⁴⁹ *Ibid.*, June 10, 1949.
- ⁵⁰ Interviews with Miss Ruth McAuliffe held in Augusta, Georgia, November 16, 1974, and Shelby Lee Wallace held in Augusta, Georgia, June 30, 1974.
- ⁵¹ Some Facts You Should Know About Your Community College, Augusta, Georgia, May 15, 1953, A.C. Library, Special Collection, Cordle Scrapbook, April 30, 1953-June 7, 1953.
- ⁵² Anton Paul "Tony" Markert was born in Edgefield, South Carolina, in 1898. He attended Richmond Academy and Georgia Tech. His Master's Degree was from Columbia University. He joined the Academy faculty in 1921. Markert was active in civic affairs, serving on the Board of Directors of the Boy Scouts and as President of the Augusta Rotary Club, 1951-1952. *The Augusta Herald*, September 10, 1951.
- ⁵³ Rollins had joined the faculty at Richmond in 1937. He was appointed Assistant Superintendent of Schools in 1950. Superintendent Rupert Langford died in September, 1950, and in January, 1951, his successor J. G. McDonald also died. Rollins began his twenty-one year tenure as superintendent then. Interview with Roy E. Rollins held in Augusta, Georgia, July 1, 1974.
- ⁵⁴ *The Augusta Chronicle*, October 16, 1954.

CHAPTER SIX

- ¹ Interview with Roy E. Rollins, July 1, 1974.

² The Strayer Report, authorized by the Regents in 1949, recommended that junior colleges be dissociated from the University System. George D. Strayer, et al., *A Digest of a Report of a Survey of the University System of Georgia* (Athens, 1949), p. 41.

³ Roy E. Rollins to Mayor Hugh Hamilton, December 13, 1955, O. C. Aderhold to L. F. Carson, February 11, 1956 (copy), Roy E. Rollins to L. F. Carson, December 7, 1955, Rollins Private Papers.

⁴ The Application of the Board of Education for the Arsenal Property, December 20, 1955, *ibid.*

⁵ *Ibid.*

⁶ L. F. Carson to Roy E. Rollins, February 23, 1956, *ibid.*

⁷ Roy E. Rollins to L. F. Carson, March 13, 1956, *ibid.*

⁸ Roy E. Rollins to L. F. Carson, April 2, 1956, *ibid.*

⁹ Roy E. Rollins to L. F. Carson, April 27, 1956, Paul Brown to Roy E. Rollins, April 12, 1956, *ibid.*

¹⁰ Interview with Roy E. Rollins, July 1, 1974.

¹¹ *Ibid.*; Draft prepared for Walter F. George, May 29, 1957, addressed to F. G. Floete, Rollins Private Papers.

¹² M. B. Folsom to Richard B. Russell, January 30, 1957, Richard B. Russell to Roy E. Rollins, January 31, 1957, *ibid.*

¹³ Walter T. Davis, Jr. to Roy E. Rollins, February 1, 1957, Roy E. Rollins to Walter T. Davis, Jr., February 4, 1957, *ibid.* A codicil in the quitclaim deed stipulated that the property must be used for educational purposes for a period of twenty years. During that twenty years, the Board of Education could not dispose of any part of the property without permission of the Department of Health, Education and Welfare. For each of the twenty years, the Board was to file reports on its use of the land granted. Because of this condition in the deed, Augusta College will not own its campus outright until 1977, a year after its Golden Jubilee. Copy of Deed, undated, *ibid.*

¹⁴ Copy of Resolution of the Richmond County Board of Education, February 11, 1957, *ibid.*

¹⁵ Interview with Roy E. Rollins, July 1, 1974.

¹⁶ The Augusta *Chronicle*, December 12, 1956.

¹⁷ The Augusta *Chronicle-Herald*, March 10, 1957.

¹⁸ The Augusta *Chronicle*, March 8, 1957.

¹⁹ The *Musketeer*, March 25, 1957.

²⁰ The Augusta *Herald*, February 18, 1957.

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²² J. L. Yaden, Secretary, Teachers' Retirement System, to Eric W. Hardy, January 24, 1957, Rollins Private Papers.

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²⁴ Roy E. Rollins to Paul Brown, April 28, 1957, *ibid.*

²⁵ Eric W. Hardy to Paul Brown, May 6, 1957, *ibid.*

²⁶ Chester B. Lund to Paul Brown, May 23, 1957, Paul Brown to Eric W. Hardy, May 25, 1957, *ibid.*

²⁷ The Augusta *Chronicle*, May 23, 1957.

²⁸ Walter F. George to F. G. Floete, May 29, 1957 (draft), Rollins Private Papers.

²⁹ Richmond County, Minutes of Board of Education, June 8, 1957, *ibid.*

³⁰ Roy E. Rollins to F. G. Floete, June 22, 1957, *ibid.*

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³² Paul Brown to Roy E. Rollins, telegram, July 27, 1957, *ibid.*

³³ Paul Brown to Roy E. Rollins, telegrams, August 9, 1957, August 22, 1957, and September 6, 1957, *ibid.*

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³⁶ Eric W. Hardy to Richmond County Board of Education, memorandum, undated, *ibid.*

³⁷ Interview with A. P. Markert, June 20, 1974.

³⁸ Interview with Norman Galloway, August 4, 1974; Richmond County, Minutes of Board of Education, 1954-1962, pp. 178-79.

³⁹ Interviews with Lee Wallace, June 6, 1974, Norman Galloway, August 4, 1974, and Roy E. Rollins, July 1, 1974.

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¹ Eric W. Hardy to Gerald B. Robins, August 15, 1957, Augusta College, Administrative Papers, Dean's Files.

² The *Augusta Herald*, December 16, 1957.

³ *Ibid.*

⁴ The *Augusta Chronicle*, August 28, 1956, August 30, 1957.

⁵ A. R. Smith to Thomas V. Dye, September 16, 1957, Rollins Private Papers.

⁶ The *Augusta Chronicle*, October 29, 1974.

⁷ *Ibid.*, December 14, 1957.

⁸ Gignilliat, "A History . . . of Public Junior Colleges in Georgia," pp. 86-91.

⁹ The *Augusta Chronicle-Herald*, January 5, 1958.

¹⁰ The *Augusta Chronicle*, March 5, 1958.

¹¹ The *Augusta Herald*, April 3, 1958.

¹² The *Augusta Chronicle-Herald*, April 6, 1958.

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¹⁴ Roy E. Rollins to W. Lee Mingledorff, Jr., September 5, 1958, Rollins Private Papers.

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¹⁷ The *Augusta Chronicle*, June 7, 1958, June 12, 1958.

¹⁸ Interview with Roy E. Rollins, July 1, 1974.

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²⁰ *Ibid.*, December 19, 1957.

²¹ The arrangement suited Gerry Robins, an officer in the Air Force Reserve. He had simply to walk across the yard to attend meetings. Interview with Lee Wallace, December 19, 1974.

²² Interview with Carleton Bishop, December 19, 1974.

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²⁶ *Ibid.*

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²⁸ Statement by Nancy Carolyn Andrews Warren, Class of 1962, *ibid.*

²⁹ Statement by George T. Copeland, Class of 1962, *ibid.*

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³³ *Ibid.*, October 31, 1958, April 24, 1959, September 23, 1959.

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⁵ The *Augusta Herald*, November 2, 1961.

⁶ *Ibid.*, August 2, 1962.

⁷ The *Augusta Chronicle*, September 19, 1962.

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⁹ Annual Report, 1960-1961, James W. Clark, June 27, 1961, *ibid.*, Dean's Files.

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¹² *Ibid.*, July 21, 1961.

¹³ A.C., Administrative Papers, Faculty Minutes, July 21, 1961.

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¹⁵ *Ibid.*, November 8, 1961.

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²⁶ James W. Clark to Gerald B. Robins, April 19, 1962, A.C., Administrative Papers, Dean's Files.

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⁴ *Ibid.*, May 9, 1963.

⁵ *Ibid.*

⁶ Recommendations on Augusta College and Armstrong College, May 7, 1963, Spyros J. Dalis Private Papers.

⁷ *The Augusta Chronicle*, May 9, 1963.

⁸ *Ibid.*, June 21, 1964, and July 17, 1964.

⁹ *The Bell Ringer*, April 8, 1963.

¹⁰ *Ibid.*, May 2, 1960.

¹¹ *Ibid.*, February 14, 1963.

¹² *Ibid.*, May 29, 1964.

¹³ *Ibid.*, April 6, 1964.

¹⁴ *Ibid.*, April 20, 1964.

¹⁵ *Ibid.*, October 15, 1962.

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¹⁷ *Ibid.*, March 22, 1963; *The Augusta Herald*, February 27, 1963.

¹⁸ A.C., Administrative Papers, Faculty Minutes, March 11, 1963.

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⁴ John Gleason to Evelyn Marshak, October 14, 1964, *ibid.*

⁵ John Gleason to Donald Kent, October 20, 1964, *ibid.*

⁶ John Gleason to Dr. Theodore Distler, President, Association of Colleges, October 26, 1964; John Gleason to Richard Anthony, October 28, 1964, *ibid.*

⁷ John Gleason to Provost Albert E. Waugh, University of Connecticut, November 5, 1964, *ibid.*

⁸ John Gleason to Fred Heckinger, Education Editor, *New York Times*, January 22, 1965, *ibid.*

⁹ John Gleason to Dr. Harold Case, June 4, 1965, *ibid.*

¹⁰ John Gleason to Terry Ferrer, November 3, 1964, *ibid.*

¹¹ John Gleason, Annual Report, July 1, 1964, *ibid.*

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³⁶ *Ibid.*, March 15, 1965.

³⁷ *Ibid.*

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²⁷ *Ibid.*, February 26, 1968.

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- ⁵⁷ John H. Geason to Edward J. Cashin, Jr., December 21, 1974, Cashin Private Papers.
- ⁵⁸ Frank M. duMas, Augusta College Report, mimeographed, November 4, 1969, p. 17.
- ⁵⁹ To F. M. duMas, Dr. G. B. Robins, Dr. J. G. Dinwiddie, Chairman of the Faculty Policies Committee From the Board of Review to Hear the Grievance of Dr. F. duMas, Dr. E. Walkowiak, Chairman, Dr. B. Bompert, Dr. J. Dye, Dr. F. Tubbs, Prof. H. Jacobs, A.C., Administrative Papers, Faculty Minutes, November 19, 1969.
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- ⁶¹ *Ibid.*
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- ⁶³ Interview with Dr. George A. Christenberry held in Augusta, Georgia, August 15, 1974.
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- ⁶⁵ To Faculty from Advisory Committee on New President: Professors Rockholt, Wise, Markwalder, Pearce, Peden, March 24, 1970, A.C. Library, Vertical File.
- ⁶⁶ duMas Memoranda, January 29, 1970 and February 12, 1970, cited in George A. Christenberry to Dr. Frank M. duMas, June 24, 1971, Cashin Private Papers.
- ⁶⁷ A.C., Administrative Papers, Faculty Minutes, February 18, 1970.
- ⁶⁸ Dr. Frank M. duMas to Augusta College Faculty, February 24, 1970, *ibid.*, Dean's Files.
- ⁶⁹ *Ibid.*, Faculty Minutes, March 11, 1970.
- ⁷⁰ *Ibid.*
- ⁷¹ *Ibid.*, April 15, 1970 and May 20, 1970.
- ⁷² Frank M. duMas, *Augusta College: 1971, A Minority Report*, privately printed, p. 2.
- ⁷³ *Ibid.*, p. 5.
- ⁷⁴ *Ibid.*, p. 7.
- ⁷⁵ The Augusta Herald, May 31, 1971.
- ⁷⁶ Dr. George A. Christenberry to Dr. Frank M. duMas, June 25, 1971, Cashin Private Papers.
- ⁷⁷ Dr. George A. Christenberry, President, to Dr. John B. Black, Miss Louise D. Bryant, Dr. Edward J. Cashin, Jr., Dr. James M. Dye, Dr. Freddy J. Maynard, June 25, 1971, *ibid.* The writer was elected Chairman of the Appeals Committee and, therefore, was rather thoroughly involved in the matters treated in this chapter.
- ⁷⁸ Edward J. Cashin, Chairman, Hearing Committee to Dr. Frank M. duMas, June 29, 1971, copy, *ibid.*
- ⁷⁹ John M. Smith, Jr., represented the local American Association of University Professors' chapter and Dr. Arthur Waterman of Georgia State University represented the state-wide unit. John M. Smith, Jr. to Dr. Frank M. duMas, July 15, 1971, copy, *ibid.*
- ⁸⁰ To Regents Hearing Committee on the dismissal of Dr. Frank M. duMas. Regent G. L. Dickens, Jr., Chairman, Regent James A. Dunlap, Regent John A. Bell, Jr., Regent Mrs. Hugh Peterson, Regent Philip H. Alston, Jr., from Frank M. duMas, Ph.D., Tenured Full Professor of Psychology, August 31, 1971, *ibid.*
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- ⁸² *Ibid.*
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CHAPTER TWELVE

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- ² Interview with George A. Christenberry held in Augusta, Georgia, August 15, 1974.
- ³ Augusta College Student Mobilization Committee, poster, copy, Cashin Private Papers.

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⁵ J. Gray Dinwiddie to Faculty and Staff, May 14, 1970, A.C. Library, Vertical File.

⁶ *The Bell Ringer*, May 28, 1970.

⁷ Announcement signed Yippie, Cashin Private Papers.

⁸ George A. Christenberry to J. Gray Dinwiddie, July 2, 1970, A.C., Administrative Papers, Dean's Files.

⁹ J. Gray Dinwiddie to George A. Christenberry, July 20, 1970, *ibid.*

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¹⁷ J. Gray Dinwiddie to President Harry P. Graham, Voorhees College, October 25, 1971, A.C., Administrative Papers, Dean's Files.

¹⁸ *The Bell Ringer*, April 16, 1971.

¹⁹ *Ibid.*, November 23, 1971.

²⁰ J. Gray Dinwiddie to W. C. Brown, Associate Director, Institute for Higher Educational Opportunity, Southern Regional Education Board, April 28, 1972, A.C., Administrative Papers, Dean's Files.

²¹ *The Bell Ringer*, January 26, 1973, and March 2, 1973.

²² *The Augusta Chronicle*, January 17, 1975.

²³ *The Bell Ringer*, September 22, 1972.

²⁴ *Ibid.*, February 2, 1973 and February 16, 1973.

²⁵ *The Bell Ringer*, March 11, 1971.

²⁶ On April 1, the banner headlines read "Christenberry Inaugurated, Dignataries Attend;" on April 16, the head was "Schoolcraft Compleats Head of JFK;" in the next issue a sub-head misspelled basketball star Bill Russell's name as the Lyceum speaker.

²⁷ *The Bell Ringer*, May 16, 1973, May 23, 1973, and June 30, 1973.

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¹ Interview with George A. Christenberry, August 15, 1974.

² *The Augusta Herald*, February 9, 1972.

³ Augusta College, News Release, June 14, 1971, A.C. Library, Special Collection.

⁴ *The Augusta Chronicle*, December 14, 1973.

⁵ *Ibid.*, October 11, 1974.

⁶ *The Bell Ringer*, August, 1973.

⁷ Stephen Vincent Benet, *John Brown's Body* (New York, 1954), p. 26; Charles A. Fenton, *Stephen Vincent Benet* (New Haven, 1958), p. 23.

⁸ Lt. Gen. A. O. Connor to Robert G. Stephens, Jr., October 6, 1970; Robert G. Stephens to Dr. George A. Christenberry, October 12, 1970, A.C., Administrative Papers, President's Files.

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¹⁰ An Interested Party (J.W.A.) to George A. Christenberry, January 17, 1972, *ibid.*

¹¹ There might well have been others who wrote to Congress, but these names have been culled from copies of their letters, or copies of replies to them in the President's files.

¹² *The Augusta Herald*, February 29, 1972.

¹³ George A. Christenberry to Hon. Herman Talmadge, January 17, 1972; same letter to Hon. David Gambrell, January 17, 1972 and to Hon. Strom Thurmond, January 21, 1972, A.C., Administrative Papers, President's Files.

¹⁴ Carl Sanders to Hon. Herman Talmadge, February 1, 1972, copy, *ibid.*

¹⁵ Herman Talmadge to George A. Christenberry, March 10, 1972; David Gambrell to Sherman Drawdy, February 16, 1972, copy, *ibid.*

¹⁶ J. Strom Thurmond to George A. Christenberry, February 1, 1972; George A. Christenberry to J. Strom Thurmond, February 8, 1972, *ibid.*

¹⁷ J. Milnor Roberts to J. Strom Thurmond, February 28, 1972; J. Strom Thurmond to George A. Christenberry, February 29, 1972, *ibid.*

¹⁸ Herman Talmadge to George A. Christenberry, March 1, 1972; Carl Sanders to George A. Christenberry, March 6, 1972, *ibid.*

¹⁹ Maj. Gen. J. Milnor Roberts to Dr. George A. Christenberry, April 11, 1972, *ibid.*

²⁰ George A. Christenberry to J. Milnor Roberts, April 17, 1972, *ibid.*

²¹ George A. Christenberry to George L. Simpson, Jr., April 17, 1972, *ibid.*

²² Frank Dunham to George A. Christenberry, April 26, 1972, *ibid.*

²³ George A. Christenberry to George L. Simpson, Jr., May 5, 1972, *ibid.*

²⁴ George A. Christenberry to Maj. Gen. J. Milnor Roberts, May 23, 1972, *ibid.*

²⁵ Herman Talmadge to Maj. Gen. J. Milnor Roberts, September 6, 1972; J. Milnor Roberts to Herman Talmadge, September 14, 1972, copies, *ibid.*

²⁶ J. Strom Thurmond to George A. Christenberry, telegram, December 13, 1972, *ibid.*

²⁷ C. R. Lane to L. F. Roush, General Services Administration, October 17, 1973, *ibid.*

²⁸ Anne Armstrong to J. Strom Thurmond, October 18, 1973; J. Strom Thurmond to George A. Christenberry, October 23, 1973, *ibid.*

²⁹ Jack Connell to James H. "Sloppy" Floyd, November 1, 1973; Jack Connell to George Busbee, January 3, 1974, *ibid.*

³⁰ C. R. Lane to L. F. Roush, November 29, 1973; C. R. Lane to George A. Christenberry, December 12, 1973, *ibid.*

³¹ The Augusta *Chronicle*, January 3, 1974.

³² Frank C. Dunham to George A. Christenberry, February 7, 1975, A.C., Administrative Papers, President's Files.

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² John M. Smith, Jr. to Members of the Faculty, October 22, 1968, A.C. Library, Vertical File.

³ Augusta College, *Faculty Handbook*, revised, September, 1970, p. 20.

⁴ Augusta College, *Augusta College Institutional Self-Study, A Report to the Commission on Colleges, Southern Association of Colleges and Schools*, Sections I and V (Augusta, 1971).

⁵ Southern Association of Colleges and Schools, *Report of the Visiting Committee to Augusta College, Augusta, Georgia, April 28-May 1, 1971*, p. 23.

⁶ Augusta College, Faculty Policies Committee to Faculty, March 9, 1971, A.C., Administrative Papers, Faculty Minutes, April 21, 1971.

⁷ George A. Christenberry to Governance Committee, June 17, 1971, *ibid.*, Dean's Files.

⁸ George A. Christenberry to Faculty, September 13, 1971, *ibid.*

⁹ Preston Rockholt to Governance Committee, June 18, 1971, *ibid.*

¹⁰ Memorandum entitled College Governance signed J.W.P., October 8, 1971, *ibid.*

¹¹ Memorandum signed H.A.G., undated, *ibid.*

¹² Student Government, Community Forum Committee to Governance Committee, November 11, 1971, *ibid.*

¹³ Handwritten memorandum by Preston Rockholt, January 19, 1972, *ibid.*

¹⁴ Preston Rockholt to Governance Committee, January 21, 1972; Preston Rockholt to "various resource people," January 19, 1972, *ibid.*

¹⁵ Preston Rockholt to John W. Pearce, April 20, 1972; Preston Rockholt to Jim St. John, April 20, 1972, *ibid.*

¹⁶ George A. Christenberry to Governance Committee, September 12, 1973, *ibid.*

¹⁷ Augusta College Proposed Statutes and By-Laws, no date, circulated April 28, 1975; Faculty Minutes, June 4, 1975, *ibid.*

¹⁸ Faculty Policies Subcommittee on Promotion and Tenure to Academic Dean, April, 1973, *ibid.*

¹⁹ The Augusta *Herald*, October 13, 1971.

²⁰ The Augusta *Chronicle*, September 25, 1973.

²¹ Augusta College, *Student Guidebook*, 1967-68, p. 9.

²² *The Bell Ringer*, September 25, 1967.

²³ This Week, November 20-25, 1967, A.C. Library, Special Collection.

²⁴ *The Bell Ringer*, February 5, 1968, March 11, 1968, and November 12, 1968.

²⁵ The *Augusta Chronicle*, May 23, 1969.

²⁶ A.C., *Institutional Self-Study*, 1971, p. 127.

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³¹ A.C. Foundation, Book of Minutes, June 13, 1963.

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³³ *Ibid.*, November 10, 1971.

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³⁵ *Ibid.*, June 6, 1959.

³⁶ Augusta College, Office of College and Public Services, Minutes of Augusta College Alumni Association, October 12, 1971.

³⁷ Conversation with George W. Forbes held in Augusta, Georgia, May 25, 1975.

³⁸ A.C., Office of College and Public Services, Minutes of Alumni Association, November 2, 1965.

³⁹ *Ibid.*, October 17, 1968.

⁴⁰ *Ibid.*, January 5, 1971 and January 12, 1971.

⁴¹ Stewart L. Wiggins to John Groves, January 14, 1971, *ibid.*, June 22, 1971.

⁴² *Ibid.*, October 12, 1971.

⁴³ *Ibid.*, October 12, 1971 and May 8, 1973.

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¹ Augusta College, Office of Continuing Education, Report on Utilization of the Continuing Education Unit (CEU) Within the University System of Georgia, July 1, 1973.

² Southern Association of Colleges and Schools, *Report of the Visiting Committee to Augusta College, Augusta, Georgia, April 28-May 1, 1971*, p. 15.

³ A.C., Administrative Papers, Dean's Files, Augusta College Affirmative Action Plan, May 29, 1973.

⁴ The *Augusta Herald*, February 25, 1975.

⁵ Augusta College, *Institutional Self-Study, March, 1971*, p. 171.

⁶ Augusta College, Office of Assistant Dean of Students, Minutes of Long Range Planning Committee, April 4, 1972.

